

PREPARATORIA

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SEP

Inglés III Libro
Tercer semestre

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ISBN 970-18-0584-4



789701 805848



Inglés III



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INGLES UNIDADES XVII-XXIV

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Introducción

Básicamente la composición y la organización de las ocho Unidades que integran el presente volumen es la misma que la de las anteriores, y valen para ellas cuantas aclaraciones e indicaciones se hicieron antes. Tienen, sin embargo, dos nuevas secciones: una de Vocabulario, con algunos puntos de vocabulario de especial interés, y otra de Traducción, muy breve y basada en las estructuras y el vocabulario que se suponen ya aprendidos.

Al final del libro aparecen dos Apéndices. El primero contiene algunos verbos y adjetivos comunes con las preposiciones que normalmente llevan, y algunas frases idiomáticas, y el alumno la utilizará como referencia. El segundo contiene la clave de los símbolos empleados en los esquemas estructurales presentados en cada punto de estudio. Cabe insistir en que estos esquemas no llevan más fin que ayudar al alumno a mejor analizar e interpretar qué elementos componen cada tipo de expresión oracional, y en qué orden deben ir integrados. De ninguna manera se trata de aprenderlos por sí mismos, y ni siquiera de memorizar los símbolos que los componen, ya que en todo momento se puede recurrir a la clave de símbolos para saber a qué se refieren.

Las lecturas de comprensión son ahora más largas y aparecen tanto en el Libro como en el Cuaderno de Trabajo. Tienen como fin familiarizar más al alumno con el lenguaje usado ya con el fin de transmitir información, en este caso de tipo biográfico en su mayoría. La recomendación fuerte al alumno es que trate de aprovecharlas al máximo, pero que no se limite a ellas, sino que vaya más allá, a pequeñas lecturas en libros y revistas en inglés, que seguramente encontrará en las bibliotecas de su localidad. Como aún le faltan algunas estructuras por analizar, y casi todos los elementos de enlace, le será difícil comprender cabalmente todo lo que lee, pero auxiliándose un poco con el diccionario, podrá tener una idea general bastante aceptable, y la satisfacción de estar aplicando lo que ha aprendido. Si se mantiene fiel a este propósito y al esfuerzo constante y sistemático que supone distinguir y reproducir los sonidos que no le son familiares, y memorizar el vocabulario, y analizar y automatizar las estructuras, irá cada vez más entendiendo lo que oye, y especialmente lo que lee en inglés, y aún podrá poco a poco aumentar su capacidad para expresarse correctamente en esta lengua.

Ojalá este libro resulte auxiliar eficaz para facilitar a los alumnos de este curso la tarea de habilitarse para la comunicación por medio del inglés. Así habrá cumplido su finalidad.



RECOMENDACIONES METODOLOGICAS PARA EL MANEJO DE ESTE TEXTO

El libro de inglés Unidades XVII a XXIV consta de dos secciones básicas y cuatro complementarias. Nos referiremos a cada una de ellas por separado para indicar cuál es su finalidad y cómo puede lograrse mejor.

SECCION DE ESTRUCTURA

Para formular oraciones correctas es necesario entender cómo se interrelacionan las palabras en las diferentes estructuras oracionales y qué posición fija ocupan en cada una de ellas. Esto se hace de un modo prácticamente inconsciente al aprender una lengua por el uso, y de un modo sistemático consciente si se aprende mediante el estudio formal, pero el resultado es el mismo. Así por ejemplo, si una persona conoce, de un modo u otro, las estructuras en que aparece el verbo **TO BE**, sabrá que necesariamente a la expresión **JOHN IS...** le seguirá un adjetivo o frase adjetivada, un sustantivo o frase sustantivada, una expresión de lugar, o una forma verbal terminada en **-ING**, y que si la expresión fuera **JOHN IS... CAREFULLY**, la palabra intermedia tendrá que ser un verbo en su forma **-ING**, etc.

La Sección de Estructuras tiene como finalidad ayudar al estudiante a conocer y aprender las diferentes estructuras oracionales que necesita para expresarse en inglés. Es la parte esencial y por lo tanto la más importante del texto, de allí que a ella deberá dedicarle el mayor tiempo y esfuerzo.

Cada tipo de estructura oracional se presenta en un punto de estudio identificado por número, que lleva como enunciado la función que dicha estructura tiene en la lengua, su ejemplificación gráfica, su resumen en los cuadros denominados **OBSERVE** y su posterior aplicación en ejercicios también identificados numéricamente. Lo anterior supone cuatro pasos fundamentales para quien utiliza este texto:

- 1o. Leer cuidadosamente y entender para qué le va a servir en la lengua la estructura que se le propone.
- 2o. Analizar los ejemplos y los dibujos que los ilustran para ver cómo se ordenan las palabras y cuál es el mensaje que transmiten.
- 3o. Corroborar con el cuadro de resumen y con el esquema estructural correspondiente, si entiende de qué elementos consta la estructura en cuestión y cómo se ordenan. Debe recordar que los esquemas estructurales no son más que medios para entender cómo se componen las oraciones y que sólo sirven como punto de apoyo mientras se internalizan y automatizan esos esquemas, como ha ocurrido con los de la misma lengua materna, para lo cual serán indispen-

sables los ejercicios de aplicación dados para cada punto de estudio.

- 4o. Leer cuidadosamente las instrucciones de realización de cada ejercicio y ejecutarlo según ellas. Al terminar, cotejar sus respuestas con las que se dan para el caso en las Hojas de Respuestas al final de cada Unidad.

NUNCA debe lanzarse a hacer un ejercicio sin comprender qué es lo que va a practicar en él y para qué, y menos sin leer bien las instrucciones. Tampoco debe recurrir a las respuestas dadas para saber cómo debe realizar cada ejercicio, sino en casos extremos y en forma limitada. Si lo hace indiscriminadamente, frustra la finalidad de los ejercicios, y la de las respuestas mismas, que son solamente para corroboración.

SECCION DE VOCABULARIO

Esta es la otra sección básica del libro, también muy importante por lo tanto. Su finalidad es destacar ciertos elementos de vocabulario que presentan dificultades especiales o que tienen un uso muy característico en la lengua.

Todo el vocabulario se presenta en contexto, unas veces ejemplificado con dibujos y otras explicado con frases equivalentes en inglés, siempre con notas aclaratorias o pequeños resúmenes en español, y al final con ejercicios de aplicación.

Los pasos a seguir para el aprendizaje del vocabulario son:

- 1o. Identificar qué tipo de palabras se está proponiendo en cada punto de estudio de vocabulario, y qué función tienen dentro de las estructuras oracionales.
- 2o. Memorizar el vocabulario propuesto, con sus significados. Si se trata de frases, memorizarlas como tales, en bloques. Poner especial atención a los puntos de dificultad, que generalmente resultan de lo diferentes que son las palabras y frases correspondientes en español.
- 3o. Realizar los ejercicios propuestos en la forma que se ha dicho antes para los de estructuras y cotejarlos con las respuestas dadas al final de la Unidad correspondiente.

SECCION DE PRONUNCIACION

Esta es una de las cuatro secciones complementarias que, aún siendo muy importantes todas ellas en sí, dada la naturaleza de este curso no son



materia de examen. Su función es de apoyo y de complementación de las dos secciones básicas.

Es evidente que no se puede enseñar por escrito la pronunciación y que no hay nada que supla a la producción viva de los sonidos para que el estudiante los imite. ¿Qué se pretende entonces? Se pretende familiarizar al estudiante de este curso con la existencia de ciertos sonidos y combinaciones de sonidos que no existen en español y que advierta con claridad que en muchos casos, en la mayoría, no puede guiarse para pronunciar una palabra por las letras con las que está escrita, adjudicándoles el sonido que tendrían en nuestra lengua, y que tiene que aprender a interpretar los símbolos fonéticos con que su diccionario transcribe la pronunciación de las palabras, para tener por lo menos una idea aproximada de cómo deben decirse. Este aprendizaje lo habrá ido haciendo ya gradualmente en cada una de las Unidades anteriores y podrá continuarlo con los sonidos que se le proponen en las ocho Unidades de este texto. (Nosotros recomendamos adquirir un diccionario que utilice el alfabeto fonético internacional, porque con ligeras variantes es el mismo utilizado en esta serie de libros, pero pueden utilizarse diccionarios que usen otros sistemas, con tal de que sean lingüísticamente adecuados).

Para sacar el mayor provecho de las prácticas de pronunciación propuestas en este libro será necesario lo siguiente:

- 1o. Estudiar los dibujos con que generalmente se presentan los diferentes sonidos para ver cómo se conforma la cavidad bucal para pronunciarlos y cuál es la posición relativa de la lengua.
- 2o. Apoyarse para la mejor interpretación de lo anterior en la descripción oral que se da en el Apéndice 1 del libro de inglés Unidades I a VIII para cada sonido.
- 3o. Recurrir a una persona que hable inglés bien para que pronuncie cada una de las palabras propuestas, empezando por las que se presentan como pares en contraste, que sólo difieren en un sonido, que es el estudiado en cada caso. Tratar de distinguir perfectamente dicho sonido y luego de repetir cada palabra en la imitación más exacta posible del modelo, en especial el sonido que se está practicando.
- 4o. En el caso de falta de modelo al cual imitar, buscar entre las palabras propuestas alguna o algunas que ya sea familiar, recordar cómo se han oído pronunciar y luego tomarla(s) como modelo para pronunciar las demás, siempre con atención a qué sonido es precisamente el que se está practicando.

SECCION DE CONVERSACION

La finalidad de esta Sección es la de ayudar al alumno a adquirir fluidez en la pronunciación de oraciones y a darles la entonación debida. Aquí siempre el procedimiento a seguir es repetición de las oraciones siguiendo lo más cerca que sea posible en la pronunciación, ritmo y entonación a la persona que sirva como modelo, y luego memorización, como medio de lograr la fluidez. En los casos en que se pueda, debe recurrirse a una dramatización sencilla, para darle más vitalidad al diálogo.

SECCION DE TRADUCCION

La finalidad de esta incursión tan sencilla y breve en un campo por demás complejo y extenso como es el de la traducción, es la de hacer ver a los alumnos de este curso qué es la traducción y cómo debe procurarse siempre la frase más natural en la lengua a la que se está traduciendo, y esto es lo que se recomienda como procedimiento a los alumnos.

SECCION DE LECTURA DE COMPRENSION

Como ya se ha dicho en la Introducción a este Texto, las lecturas de comprensión tienen como fin enfrentar al alumno con el lenguaje usado ya con fines de comunicar información, y de paso destacar para él algunos hechos y personajes importantes, la mayoría de ellos directamente conectados con pueblos de habla inglesa.

Para obtener mayor provecho de estas lecturas se sugiere el siguiente procedimiento:

- 1o. Si se cuenta con la ayuda de una persona que hable bien inglés, pedirle que lea en voz alta el trozo histórico o la biografía de que se trate (si no se tiene este tipo de ayuda, el alumno procurará leer el mismo en voz alta y en forma continuada).
- 2o. En esta primera lectura subrayará todas las palabras y expresiones que no entienda.
- 3o. Investigará el significado de las palabras y expresiones que no entienda, de preferencia en un diccionario.
- 4o. Hará una segunda lectura en la que ya captará, por lo menos en sus líneas generales, el sentido de lo que está leyendo.
- 5o. Contestará las preguntas al final de cada lectura, todas hechas de tal manera que para responderlas se pueden utilizar las frases mismas del texto, si acaso con ligeras variantes.



EJERCICIOS DE APLICACION LIBRE

Estos son los ejercicios que se pide al alumno realizar conforme aprende cada estructura diferente y conforme entiende el significado de los elementos de vocabulario que se le proponen. Son la verdadera culminación de su aprendizaje de la lengua. Para realizarlos solamente requiere una poca de imaginación, y mucha voluntad, y desde luego, atender las sugerencias que se dan para producirlos.

OBJETIVOS

Marcan las realizaciones concretas hacia las cuales se encaminan cada unidad en general, y cada uno de los módulos en que ésta se divide, en particular, y pueden usarse como guías de examen.

Con relación a los objetivos deberá hacerse lo siguiente:

- 1o. Leerlos detenidamente para entender qué realizaciones supone cada uno de ellos.
- 2o. Correlacionar los puntos de estudio dentro de cada módulo con el objetivo al que se refieren.
- 3o. Revisar al final de cada unidad si se han cumplido los objetivos que en ella se proponen, lo cual puede hacerse en buena parte por la ejecución de los ejercicios de aplicación libre.

OBSERVACION IMPORTANTE

No olvidar que como se dijo al iniciar esta serie de libros, en el volumen I, Unidades I—VIII los ejercicios se dan en forma amplia, tal vez más amplia de lo que requieran muchos estudiantes. Son ellos mismos, pues, los que tienen que determinar hasta qué límite de realización de un ejercicio han cumplido ya el objetivo al que se refiere dicho ejercicio. Lo mismo puede ocurrir que las explicaciones que se dan en los Cuadros denominados OBSERVE le resulten innecesarias; a algún estudiante, puesto que analizando los ejemplos con que se ilustra cada punto de estudio y el enunciado del mismo, puede llegar a entender cómo se integra una estructura o cómo se utiliza una palabra. Hemos preferido que en todo caso sobren y no falten tanto ejercicios como explicaciones, así cada quien podrá ir tomando lo que necesite de unos y otras.

Instrucciones para el alumno

Remitirse a la introducción del primer libro de esta serie de Inglés, específicamente en la p. 15, inciso 3.



UNIDAD XVII



Objetivos generales

Al terminar de estudiar esta Unidad, el alumno:

1. Usará en función sustantiva los siguientes elementos:
 - A) Gerundio e infinitivo verbales (gV-ing y TO + Vinf)
 - B) Pronombres Impersonales: *IT, ONE, MAN, etc.,*
 - C) Pronombres Posesivos: *MINE, YOURS, HIS, ETC **
 - D) Pronombres Interrogativos *WHOSE y WHICH* —éstos los usará también en función adjetiva si así corresponde.
 - E) Pronombres Indefinidos: *EVERYBODY, SOMETHING, ANYWHERE, ETC.*
 - F) Forma pronominal *THERE*, en la combinación THERE + be (conjugado)
 - G) Formas pronominales *ONE y ONES.*
 - H) Combinaciones pronominales *MY OWN, YOUR OWN, ETC.*
2. Usará como sustitutos de oración los elementos pronominales *SO y THAT.*
3. Realizará las actividades complementarias de esta Unidad: Pronunciación de los sonidos [o] y [ɔ], conversación, traducción y lectura de comprensión.
4. Realizará los ejercicios de aplicación libre que se le sugieren en esta Unidad.



Introducción

Instrucciones especiales para el manejo de esta Unidad.

SECCION DE PRONUNCIACION

En esta Unidad se estudian los sonidos [o] y [ɔ]. Si no cuenta con la ayuda de una persona que hable bien el inglés, recurra al Apéndice del libro I en busca de las indicaciones de cómo se pronuncian y junto con eso busque, entre las palabras propuestas para práctica de uno y otro sonido, alguna que le haya tocado oír muchas veces en el cine, en un disco, por la radio, etc., como por ejemplo la palabra **NO** (sonido [o]) y la palabra **ALL** (sonido [ɔ]). Con ellas como base puede intentar la pronunciación de las demás. Otra cosa que le conviene observar es qué combinaciones de letras aparecen más frecuentemente para producir uno y otro sonido, porque aunque en esto en inglés no hay regla fija, sí es probable que las mismas combinaciones en otras palabras se pronuncien respectivamente como [o] o como [ɔ].

SECCION DE ESTRUCTURAS

En esta Unidad se trata de utilizar estructuras oracionales ya aprendidas, pero empleando como sustitutos del sustantivo, principalmente como sujetos y complementos directo e indirecto, algunos nuevos elementos de valor pronominal. La única estructura realmente distinta a las ya vistas, y sólo en un elemento, es aquélla en que se utiliza un infinitivo como sujeto real en posición diferida al final de la oración, con **IT** como sujeto formal en la posición ordinaria del sujeto. Ponga especial atención para ver cómo se integran todos los elementos de esta estructura y memorícela. No olvide que los complementos de un verbo en función sustantiva forman un bloque con él y no pueden separarse. Así en la oración: **DANCING WITH YOU IS FUN**, la frase **WITH YOU**, que es complemento de **DANCING**, se mantiene unida a **DANCING**, aunque esta última forma cambie a infinitivo al cambiar la estructura: **IT IS FUN TO DANCE WITH YOU**.

Distinga por su significado y memorice las formas únicas como **THERE** y **ONE/ONES** y las formas integradas en grupos muy reducidos como **MINE**, **YOURS**, **HIS**, **ETC.**, y **EVERYBODY**, **EVERYTHING**, **EVERYWHERE**, **ETC.**. Observe que **ONES** sólo puede usarse en ciertos contextos estructurales, que los pronombres **WHOSE** y **WHICH** pueden ir seguidos o no del sustantivo al que se refieren y que los pronombres indefinidos **ANYBODY**, **ANYTHING** y **ANYWHERE** cambian de significado según estén usados en una estructura afirmativa o en una negativa.

SECCION DE VOCABULARIO

Distinga por su significado los verbos y adjetivos que se refieren a fenómenos meteorológicos y las expresiones cronológicas así como las que indican distancia que se usan con **IT** impersonal que aparecen en el texto. Con ellos haga una lista y complétela con palabras del mismo tipo que encuentre en el diccionario.

Observe que no hay razones que determinen tajantemente que debe usarse una de las expresiones impersonales (**ONE**, **MAN**, **EVERYBODY**, **ETC.**) con preferencia a las otras, que a menudo en una misma situación podrían usarse dos o tres de ellas indistintamente y que depende del estilo personal cuál se elija. No olvide, que en cambio sí difieren en su concordancia con el verbo. Observe también que las formas **SO** y **THAT** como sustitutos de oración, pueden también usarse indistintamente una o la otra.

Las secciones de conversación, traducción y lectura de comprensión no tienen indicaciones especiales.



Módulo 1

OBJETIVOS ESPECIFICOS

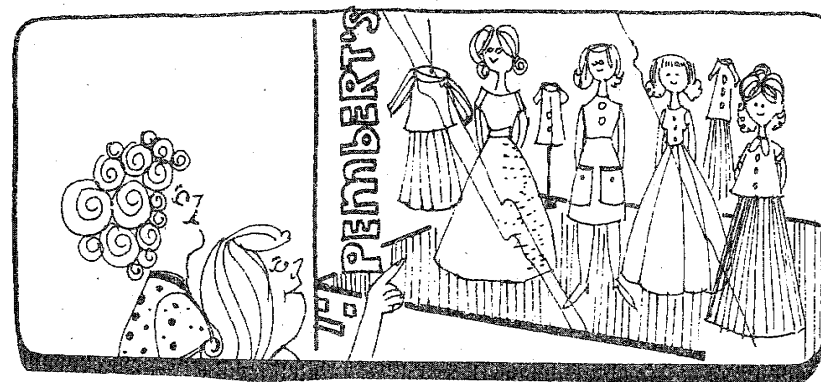
Al terminar de estudiar este módulo, el alumno:

1. Reconocerá las formas de gerundio (gV-ing) e infinitivo (TO + Vinf) como sustantivos verbales neutros de tercera persona singular capaces de llevar complementos.
2. Utilizará el gerundio (gV-ing) como sujeto o complemento en oraciones construidas según los esquemas estructurales vistos en Unidades anteriores. Ejs. *DANCING IS FUN*; *I LOVE DANCING*, *I SPENT AN HOUR DANCING HAPPILY*, *THEY GOT TIRED FROM DANCING*.
3. Utilizará el infinitivo (TO + Vinf) como sujeto diferido a posición final en oraciones construidas según los esquemas estructurales vistos en Unidades anteriores, con el pronombre IT como sujeto formal en la posición ordinaria del sujeto. Ejs. *IT IS FUN TO DANCE*, *IT REQUIRED A GREAT EFFORT TO DO THAT*.
4. Reconocerá los casos en que no haya un sujeto real al cual atribuirle lo que indica el predicado.
5. Utilizará el pronombre *IT* como sujeto formal en los casos en que no haya un sujeto real al cual atribuirle el predicado, en oraciones estructuradas según los esquemas vistos en Unidades anteriores. Ejs. *IT IS LATE* (predicado nominal), *WAS IT RAINING?* (predicado verbal)
6. Utilizará la forma pronominal *THERE* en la posición y con la función de sujeto en la combinación *THERE + be* (conjugado) + sustantivo + expresión de lugar, en forma afirmativa, negativa o interrogativa según convenga.
7. Conjugará la forma *be* del esquema señalado en el punto 6 en concordancia con el sustantivo que le sigue. Ejs. *IS THERE A PARK NEAR YOUR HOUSE?* *THERE WERE STEAKS FOR DINNER LAST NIGHT*.
8. Utilizará la forma pronominal *THERE* en la estructuración de respuestas breves, en combinación con *be* debidamente conjugado. Ejs. *NO, THERE ISN'T*, *YES, THERE WERE*.

SECCION DE CONVERSACION

MEMORICE

- Martha: There's a beautiful dress in that window, that I think would look nice on me.
- Laura: I see several beautiful dresses. Which one do you mean? The sporty one with the big pockets, or the corduroy one, or one of the formal ones?
- Martha: I mean the long one with the red velvet jacket. Do you think it is expensive?
- Laura: I'm not good at guessing. It's better to go in and inquire about its price. That is, if you are interested in buying it.
- Martha: Of course. I am, but there's something I am not sure about. This dress is very much like Rose's, only hers has a different type of jacket.
- Laura: That means nothing. You never go to the same places together. There's no chance of the two of you looking the same.
- Martha: Well, let's go in and see.



INTONATION PATTERN:

- Martha: There's a beautiful dress in that window, that I think would look nice on me.
- Laura: I see several beautiful dresses. Which one do you mean? The sporty one with the big pockets, or the corduroy one, or one of the formal ones?



Martha: I mean the long one with the red velvet jacket. Do you think it is expensive?

Laura: I'm not good at guessing. It's better to go in and inquire about its price. That is if you are interested in buying it.

Martha: Of course I am, but there's something I am not sure about. This dress is very much like Rose's, only hers has a different type of jacket.

Laura: That means nothing. You never go to the same places together. There's no chance of you looking the same.

Martha: Well, let's go in and see.

PRONUNCIACION

SONIDO [o] Sonido

SONIDO [o]

MINIMAL PAIRS

boat	[bɒt]	bought	[bɔ:t]
coat	[kɒt]	caught	[kɔ:t]
choke	[tʃɒk]	chalk	[tʃɔ:k]
foal	[fɔ:l]	fall	[fɔ:l]
note	[nɒt]	naught	[nɔ:t]
pole	[pɒl]	Paul	[pɔ:l]
sew	[sɔ:]	saw	[sɔ:]
so			
tote	[tɒt]	taught	[tɔ:t]
woke	[wɒk]	walk	[wɔ:k]
wrote	[rɒt]	wrought	[rɔ:t]

ode	coal	no	all	aught	caw
ocher/ochre	goal	foe	call	August	dawn

ohm	code	bold	gall	austral	gnaw
opal	dose	mold	mall	autumn	law
border	hole	sold	tall	bought	raw
chord	lone	folk	boil	caught	off
blow	mode	low	coil	daughter	often
grow	nose	most	choice	fought	broad
know	pole	October	soil	haughty	dog
show	rose	only	toil	naught	cross



17.1 Para expresar las acciones como sujeto o como complemento.

Esquemas Estructurales:

gV-ing + (O) + (C) + be [3s]/LVc [3s] + Adj. Det. + N
NOT + gV-ing + Adj. + Vc [3s] + (O) + (C)

S + Vc
S + Vc + NOT
S + Vc + (O) + Prep. + NOT
S + be/LVc + Adj. + Prep. + NOT

Also be, LVc and Vc in negative and interrogative forms.

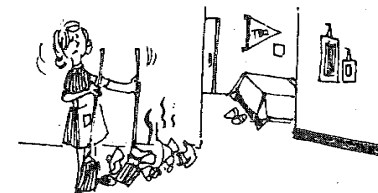
Dancing is fun.



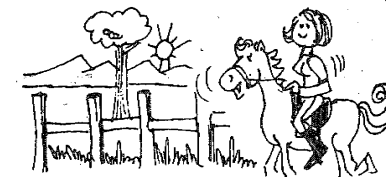
Doing exercise makes me hungry.



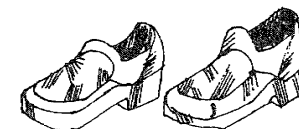
Cleaning his room took me one hour.



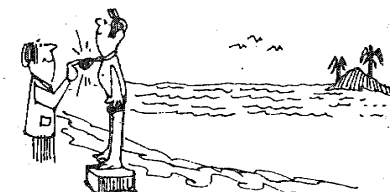
I love *riding on a horse*.



Those shoes need *polishing*.



They gave him a medal for *swimming across the lake*.



OBSERVE

DANCING IS FUN.
DOING EXERCISE MAKES ME HUNGRY.
CLEANING HIS ROOM TOOK ME ONE HOUR.

Para expresar una acción como sujeto de una oración se cambia el verbo que la nombra a la forma de gerundio (V-ing). Como conserva su valor verbal, admite complementos aunque éstos, por razones de estilo pueden hacer que la construcción resulte forzada, especialmente si son



de más de una o dos palabras. Cuando hay complementos es preferible usar la construcción con IT como sujeto que se verá después. El verbo que sigue a V-ing como sujeto SIEMPRE va en tercera persona singular. La palabra NOT se antepone a la forma gV-ing para expresarla en negativo. Ej. THEY GAVE HIM A MEDAL FOR **NOT ABANDONING** HIS SHIP.

I LOVE **RIDING ON A HORSE**.
THOSE SHOES NEED **POLISHING***

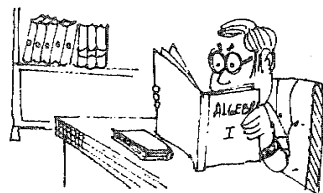
THEY GAVE HIM A MEDAL FOR **SWIMMING ACROSS THE LAKE**.

También se cambia el verbo a su forma de Gerundio cuando es complemento del verbo o cuando es término de preposición. En el primer caso alterna con el Infinitivo con TO como se verá después (TO + V-inf).

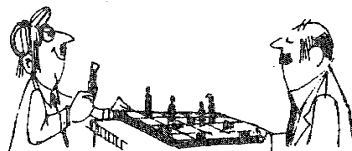
*Con el verbo NEED, e igual ocurre con los verbos DESERVE y WANT, el gerundio no tiene valor activo, sino pasivo, la frase THOSE SHOES NEED POLISHING equivale a THOSE SHOES NEED TO BE POLISHED.

17.1.1. Guiándose por los dibujos, complete las oraciones.

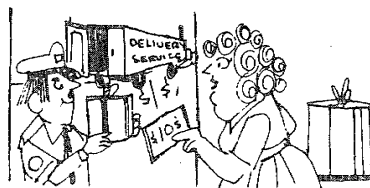
1. _____ is necessary



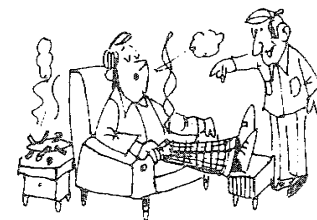
2. _____ chess is interesting.



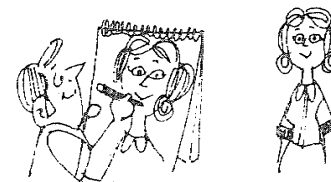
3. Here's the money for _____
the packages. Thank you.



4. You should stop _____
sometimes produces lung cancer.



5. _____ is his special ability.



6. He enjoys _____
the violin.



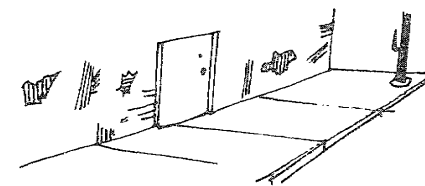
7. _____ is a wonderful sport.



8. _____ is a natural activity for children.

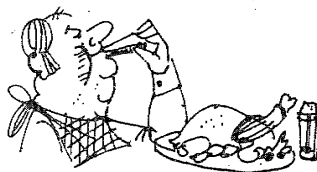


9. Those walls need _____





10. _____ is his
favorite activity.



17.1.2. De los verbos que se encuentran en la columna de la derecha de cada grupo escoja el que complete la oración correspondiente y escríbalo en su forma correcta en el espacio en blanco.

1. _____ the truth all the time requires great courage.
2. I am grateful to you for _____ the floor.
3. I always enjoy _____ a good book.
4. Fortunately, you are not good at _____

wash
read
tell
lie (irr. ger.)
sweep

5. _____ this woolen dress with hot water was a mistake.

6. He advised _____ those bonds last year.

sleep
buy
visit
clean
listen

7. _____ and _____ are essential activities to keep alive.

8. Really _____ to others is not easy, our egocentrism prevents it.

9. We love _____ our friends.

10. _____ these spots is going to be difficult.

11. _____ English requires a lot of practice.

play
travel
take
prepare
learn

12. Martha avoids _____ complicated dishes.

13. Our friends enjoy _____ tennis.

14. _____ our heavy coats was a good idea.

15. I prefer _____ by airplane.

17.2 Para expresar la acción como un sujeto diferido.

Esquemas Estructurales:

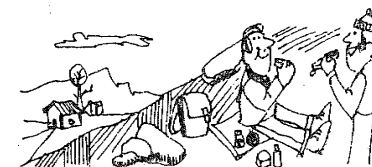
$$IT + \left\{ \begin{array}{l} \text{be [3s] / LVc [3s] + Adj./Det. + N} \\ \text{Vc [3s] + O + } \left\{ \begin{array}{l} \text{(C)} \\ \text{Adj./Det. + N} \end{array} \right\} \end{array} \right\} + \left\{ \begin{array}{l} \text{TO + Vinf + (O) + (C)} \\ \text{NOT + TO + Vinf + (O) + (C)} \end{array} \right\}$$

Also be, LVc and Vc in negative and interrogative forms

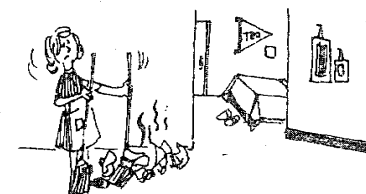
It is fun to dance.



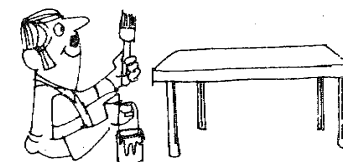
It makes me hungry to do exercise.



It took me one hour to clean his room!

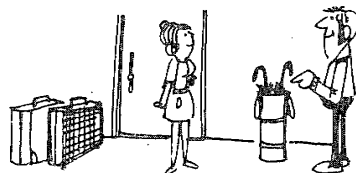


is it necessary to paint this table?





It might be useful to take
our umbrellas.



OBSERVE

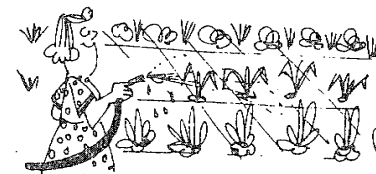
IT IS FUN TO DANCE
IT MAKES ME HUNGRY TO DO EXERCISES.
IT TOOK ME ONE HOUR TO CLEAN HIS ROOM.
IS IT NECESSARY TO PAINT THIS TABLE?

Aunque se puede utilizar el infinitivo de un verbo, (TO + Vinf) en la posición normal del sujeto, generalmente se prefiere usarlo como sujeto diferido, en cuyo caso se utiliza IT como forma vacía de significado, en el lugar y con la función de sujeto para los fines de concordancia con el verbo que constituye el núcleo del predicado. El verbo en infinitivo puede llevar antepuesta la palabra NOT. Ej. **IT IS ADVISABLE NOT TO DRIVE FAST.**

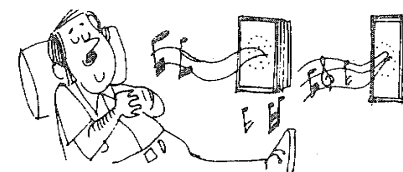
SUJETO FORMAL	PREDICADO EN CONCORDANCIA CON EL SUJETO FORMAL	SUJETO REAL DIFERIDO
IT	(VARIABLE)	TU+ VERBO + (Complementos) NOT + TO + VERBO + (Complementos)

17.2.1. Guiándose por los dibujos, complete las siguientes oraciones.

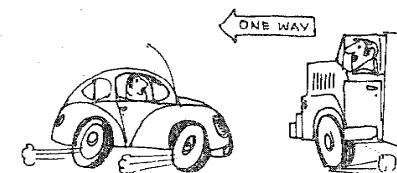
1. _____ is necessary



2. _____ is pleasant



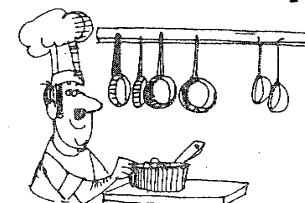
3. _____ is dangerous
not _____ traffic signs.



4. _____ makes me happy

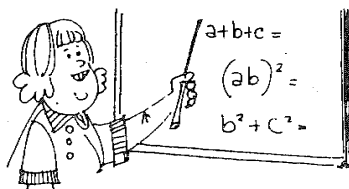


5. _____ is his duty

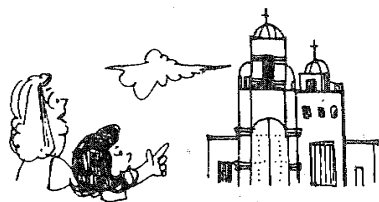




6. Was _____ your job
_____?



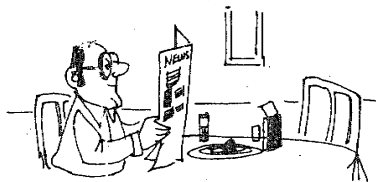
7. Is _____ our obligation
_____?



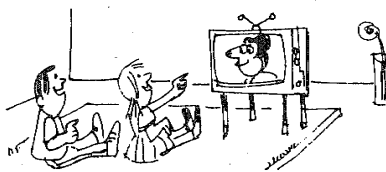
8. Did she find _____ pleasant
_____?



9. _____ is interesting



10. _____ amuses children
_____?



17.2.2. Expresé la misma idea de las siguientes oraciones, valiéndose del infinitivo correspondiente como sujeto diferido.

1. Visiting friends is pleasant.
It is pleasant to visit friends.
2. Earning a lot of money requires great effort.

3. Learning foreign languages is interesting.

4. Remaining silent is sometimes difficult.

5. Criticizing others is easy.

6. Combining forces is sometimes necessary.

7. Explaining the situation was not easy.

8. Not protesting against injustice is wrong.

9. Understanding Mary is difficult.

10. Driving fast can be dangerous.

11. Not being punctual is a bad habit.

12. Reading is enjoyable.

13. Doing exercise is good for your health.

14. Burning leaves causes air contamination.

15. Ironing that dress is not urgent.

17.3 Para expresar situaciones en que no hay un sujeto real al cual atribuirle lo que dice el predicado.

Esquemas Estructurales:

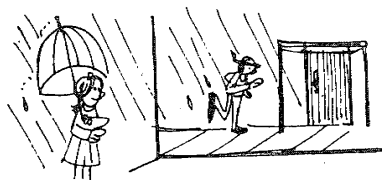
IT + be [3s] + {
 Expression referring to weather
 Expression referring to distance
 Expression indicating a time division
 Element(s) of identification



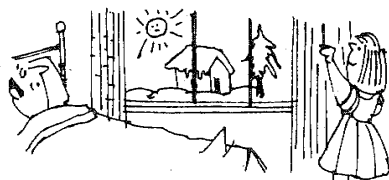
IT + Vc [3s] + (C)
RAIN
SNOW
HAIL
FREEZE

Also be[3s] and Vc [3s]
[RAIN, SNOW, ETC.] in
negative and interrogative forms.

It is raining.



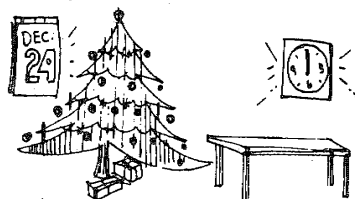
It snowed last night.



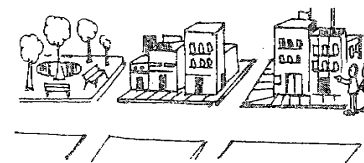
*It was Spring
It was Sunday.*



*It is Christmas Eve.
It is midnight.*



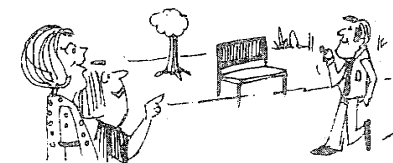
It is two blocks to the park
(La posición del hablante es el
punto de referencia).



*It is far from Monterrey to
New York.*



Look! *It is John!*



OBSERVE

*IT IS RAINING.
IT WAS SPRING.
IT IS TWO BLOCKS TO THE PARK.
IT IS JOHN.*

Cuando se habla de fenómenos meteorológicos, del tiempo en sí mismo, de la distancia a un lugar o cuando se identifica a una persona o cosa como se vió en la Unidad 1 de este curso, se utiliza *IT* como sujeto formal, ya que no hay sujeto real.

17.3.1. Con la información esquemática que se le da construya las oraciones correspondientes.

- snow (verb) – tomorrow. *It's going to snow tomorrow.*
- John's book (?) *Is it John's book?*
- not far – from Monterrey to Saltillo. *It's not far from Monterrey to Saltillo.*



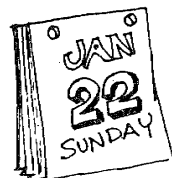
4. not — late. _____
5. Sunday — yesterday. _____
6. a sunny day (?). _____
7. cold outside. _____
8. close (near) — to the market (?). _____
9. Mark — on the telephone. _____
10. early — for the game (?). _____
11. not — three blocks — to school. _____
12. pleasant — last night. _____
13. my baby brother — in that picture. _____
14. a long way — from America to New Zealand. _____
15. not — February. _____
16. a nice summer. _____
17. Helen — at the door — two minutes ago (?). _____
18. not — a rainy winter. _____
19. not your father — , — your brother. _____
20. a freezing and miserable day — yesterday. _____
21. late — We missed part of the program. _____
22. windy — the whole of last week. _____
23. seven o'clock. _____

17.3.2. Guiándose por los dibujos, complete.

1. _____
today.



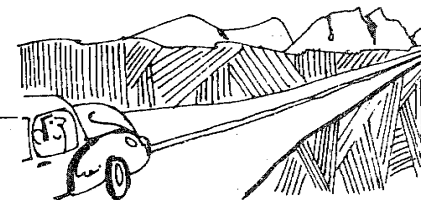
2. _____
January 22nd.



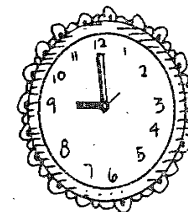
3. _____
yesterday.



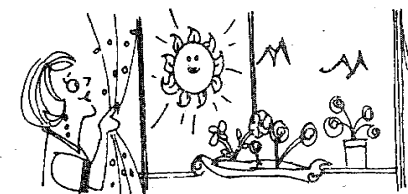
4. _____
to the mountains.



5. _____
p.m.



6. _____ nice
and _____ outside.



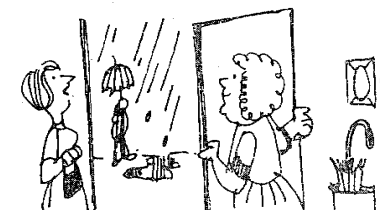
7. _____
I am sleepy.



8. _____
to the bank.



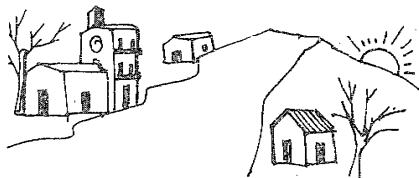
9. _____
Take your umbrella.





10.

The weather is cold and
the days are short.



17.4. Para expresar el hecho de hallarse uno o varios seres en un determina-
do lugar.

Esquemas estructurales:

THERE + $\left\{ \begin{array}{l} \text{be [3s]} + \left\{ \begin{array}{l} (\text{Det}) + \text{Nnc} \\ \text{A/AN} + \text{Ns} \end{array} \right. \\ \text{be [3p]} + (\text{Det}) + \text{Np} \\ \text{AUX} + \text{BE} + (\text{Det}) + \text{N} \end{array} \right. + \text{PL expr.}$

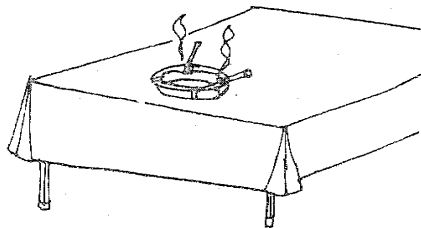
THERE + $\left\{ \begin{array}{l} \text{be [3s]} + \text{NOT} + \text{ANY} + \left\{ \begin{array}{l} \text{Nnc} \\ \text{Ns} \end{array} \right. \\ \text{be [3p]} + \text{NOT} + \text{ANY} + \text{Np} \\ \text{AUX} + \text{NOT} + \text{BE} + \text{ANY} + \text{N} \end{array} \right. + \text{FOR} + \text{N/Opr}$

be [3s] + THERE + $\left\{ \begin{array}{l} (\text{Det}) + \text{Nnc} \\ \text{A/AN} + \text{Ns} \end{array} \right. + \text{PLexpr}$
be [3p] + THERE + (Det) + Np
AUX + THERE + BE + (Det) + N + FOR + N/Opr

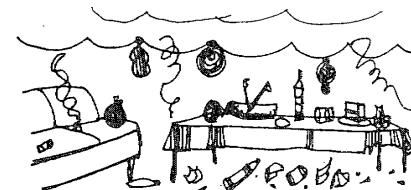
YES, THERE + $\left\{ \begin{array}{l} \text{be [3s]} \\ \text{be [3p]} \\ \text{AUX} + \text{BE} \end{array} \right.$

NO, THERE + $\left\{ \begin{array}{l} \text{be [3s]} \\ \text{be [3p]} \\ \text{AUX} + \text{NOT/N'T} + \text{BE} \end{array} \right. + \text{NOT/N'T}$

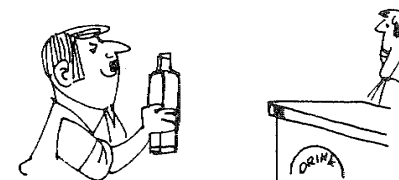
There is an ash tray on that
table.



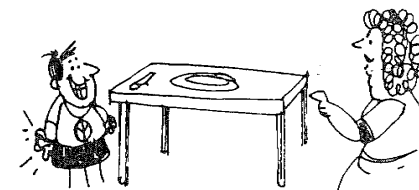
There were many guests at the
party yesterday.



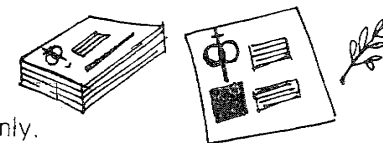
There isn't any milk in this
bottle.
There's no milk in this bottle.



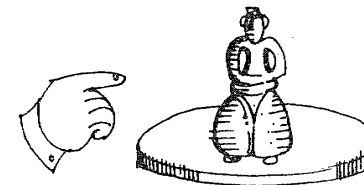
Weren't there two oranges on
the kitchen table?
Yes, *there were*.



Will there be many guests at
Julie's wedding? (*Are there*
going to be...)
No, there won't (No, there aren't...)
She is sending out of few invitations only.



There can be no mistake. This is
an authentic archeological piece.





OBSERVE

THERE IS AN ASH TRAY ON THAT TABLE.
THERE WERE MANY GUESTS AT THE PARTY YESTERDAY.
THERE ISN'T ANY MILK IN THIS BOTTLE.
WEREN'T THERE TWO ORANGES ON THE KITCHEN TABLE?
YES, **THERE WERE**.

Para expresar el hecho de hallarse uno o varios objetos en un lugar determinado se utiliza la palabra **THERE** como sujeto formal para todos los fines de estructuración y concordancia con el verbo **TO BE**, con el que forma una unidad de significación. **THERE** se comporta como si fuera **IT** con objetos singulares u objetos que no tienen unidad, es decir, toma las formas **IS** o **WAS**; y como si fuera **THEY** con objetos plurales, es decir, toma las formas **ARE** o **WERE**. También se comporta como **IT** y **THEY** en la formación de respuestas cortas.

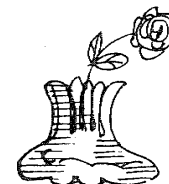
THERE se mantiene inalterable, **TO BE** cambia si se trata de objeto singular o plural; si se trata de presente, pasado o futuro; si se trata de afirmativo, interrogativo o negativo, o si se trata de expresar potencialidad, posibilidad, etc.

17.4.1. Complete las respuestas breves.

- | | |
|---|-------------------------|
| 1. Will there be an examination tomorrow? | No, <u>there won't.</u> |
| 2. Is there a priest in your family? | Yes, _____ |
| 3. Were there many letters for you yesterday? | Yes, _____ |
| 4. Is there any paint in that can? | No, _____ |
| 5. Are there some foreign students in your class? | Yes, _____ |
| 6. Is there any problem in answering his letter? | No, _____ |
| 7. Was there an accident at that corner? | No, _____ |
| 8. Is there going to be a school play soon? | No, _____ |
| 9. Are there many problems in the world nowadays? | Yes, _____ |
| 10. Are there going to be easy solutions? | No, _____ |
| 11. Is there great friendship between Pat and Rose? | Yes, _____ |
| 12. Might there be a big snowstorm tonight? | Yes, _____ |
| 13. Should there be more educational opportunities? | Yes, _____ |
| 14. Was there a fight between John and Peter? | No, _____ |
| 15. Are there going to be many graduates this semester? | Yes, _____ |
| 16. Were there many flowers in your garden this year? | No, _____ |

17.4.2. Guiándose por los dibujos, complete las preguntas y dé las respuestas breves correspondientes. Si es afirmativa, confírmela con la respuesta completa; si es negativa, dé la información correcta.

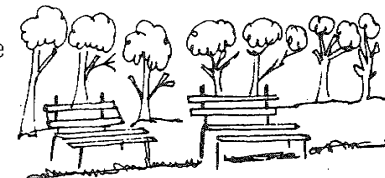
1. *Is there* a flower in the vase?
Yes, there is.
Yes, there's a flower in the vase.



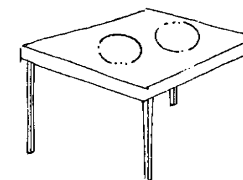
2. *Is there* a pen beside the notebook?
No, there isn't.
There are two pencils beside the notebook.



3. _____ many trees in the park?



4. _____ two square bottles on that table a little while ago?

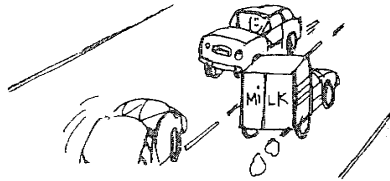


5. _____ a fireplace between the two windows?

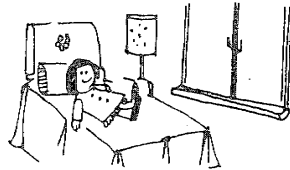




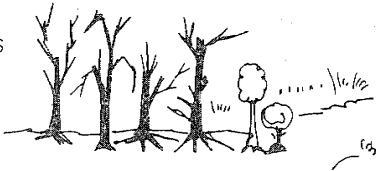
6. _____ a car collision?



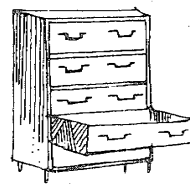
7. _____ a doll on her bed?



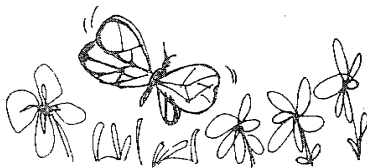
8. _____ a fire in the woods
last year?



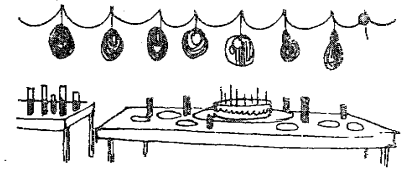
9. _____ handles on all the
drawers?



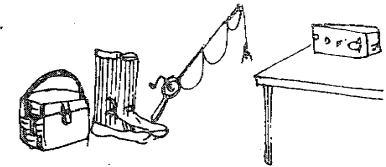
10. _____ a humming bird
flying over the flowers?



11. _____ a wedding reception
in this room?



12. _____ a fisherman in the
house?





Módulo 2

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Correlacionará correctamente los pronombres posesivos *MINE*, *YOURS*, *HIS*, *HERS*, *ITS*, *OURS*, *YOURS* y *THEIRS* con las personas gramaticales: hablante (1a. persona), oyente (2a. persona), objeto del diálogo (3a. persona), etc.
2. Utilizará los pronombres posesivos en sustitución de sustantivos usados como sujetos y complementos en oraciones estructuradas según los esquemas ya vistos: Ejs. *MINE* WASN'T BLUE, I LEFT *YOURS* AT HOME.
3. Utilizará el pronombre interrogativo *WHOSE*, seguido o no del sustantivo correspondiente, para preguntar a quién se le atribuye posesión de uno o varios objetos. Ejs. *WHOSE* CAR IS AT THE FRONT DOOR? *WHOSE* DID YOU USE, *YOURS*, OR *HERS*?
4. Utilizará las formas pronominales *ONE* y *ONES* en lugar de sustantivos singulares y plurales respectivamente, para evitar repetir dichos sustantivos, o nombrarlos si han sido mencionados o han quedado implícitos en el contexto. Ejs. I BOUGHT THREE *DRESSES*, A LONG ONE AND TWO SHORT *ONES*.
5. Reconocerá los casos en que no puede usarse *ONES*.
6. Utilizará el pronombre interrogativo *WHICH*, seguido o no del sustantivo correspondiente, para pedir que un ser sea especificado o determinado. Ejs. *WHICH HOUSE* IS FOR SALE? *WHICH* DID JOHN BUY?
7. Reconocerá el significado de cada uno de los pronombres indefinidos: *EVERYBODY* o *EVERY ONE*, *EVERYWHERE*, *SOMEBODY* o *SOMEONE*, *SOMETHING*, *SOMEWHERE*, *SOMETIME*, *ANYBODY*, *ANYONE*, *ANYTHING*, *ANYWHERE*, *NOBODY* o *NO ONE*, *NOTHING*, *NOWHERE*.
8. Reconocerá el doble significado de los pronombres indefinidos que llevan *ANY*- según que estén usados en oración afirmativa o en oración negativa. EJS. *ANYBODY* CAN DO IT, I DIDN'T SEE *ANYBODY*.
9. Utilizará los pronombres indefinidos determinados en *-BODY*, *-ONE* y *-THING* como sujetos y complementos en oraciones estructuradas según los esquemas vistos en Unidades anteriores: Ejs. *SOMEBODY* IS AT THE DOOR, I SAW *NOTHING* ON THE TABLE.
10. Utilizará los pronombres indefinidos terminados en *-WHERE* y en



-I have como complementos circunstanciales de lugar y de tiempo en oraciones estructuradas según los esquemas vistos en Unidades anteriores. Ejs. THEY LEFT FINGERPRINTS **EVERYWHERE**, JOHN WILL ARRIVE **SOMETIME** TOMORROW.

11. Distinguirá los matices de significado de las formas impersonales ONE, MAN, EVERYBODY, PEOPLE, YOU, THEY y distinguirá cuáles concuerdan con el verbo en tercera persona singular.
12. Correlacionará las formas MY OWN, YOUR OWN, HIS OWN, etc., con las personas gramaticales correspondientes.
13. Utilizará las formas MY OWN, YOUR OWN, HIS OWN, ETC., como sustitutos de sustantivos, normalmente en función de complementos directos. Ej. I DON'T NEED YOURS, THANK YOU, I HAVE **MY OWN**.
14. Utilizará las formas THAT y SO en sustitución de oraciones dichas anteriormente en que se afirma un hecho. Ej. **THE EXAM IS GOING TO BE LONG** – WHO SAID **SO**? – THE TEACHER SAID **SO**. / WHO SAID **THAT**? – THE TEACHER SAID **THAT**.

- 17.5. Para denotar posesión cuando queda sobreentendido el nombre del objeto que se posee, o cuando no se desea repetirlo.

Esquemas Estructurales:

WHOSE + (N) + $\left\{ \begin{array}{l} \text{be / LVc} + \left\{ \begin{array}{l} \text{Demonstr.} \\ \text{Adj.} \\ \text{PExpr.} \end{array} \right\} + ? \\ \text{Vc} + \text{D.O.} \end{array} \right.$

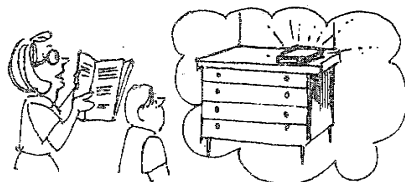
S + be + Poss. SOpr.

S + Vc + Poss. SOpr. + (C)

Poss. SOpr. + $\left\{ \begin{array}{l} \text{be / LVc} + \left\{ \begin{array}{l} \text{Adj.} \\ \text{PExpr.} \\ \text{FOR} + \text{N/Opr} \end{array} \right\} \\ \text{Vc} + (\text{O}) + \text{C} \end{array} \right.$

Also be, LVc and Vc in negative and interrogative forms.

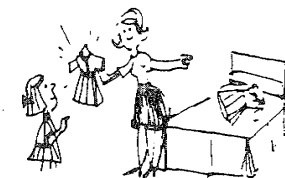
This is Alice's book. I left **mine** at home, on top of my dresser.



Whose dress is this?

Whose is this?

This is **yours**, **hers** is on the bed.

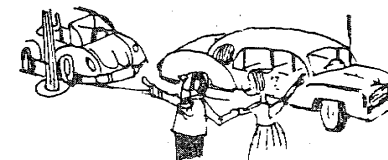


Her books are nice and clean, but **his** are a disgrace.



No, that's John's car.

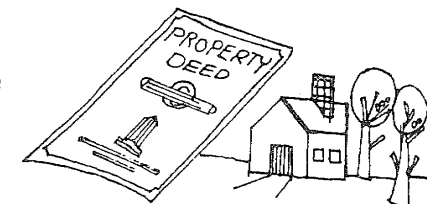
Ours is near the pole.



The prize is **yours**. You and your wife won the contest.



They finished paying for their little house. It is all **theirs** now.





OBSERVE

I LEFT **MINE** AT HOME, ON TOP OF MY DRESSER.
THIS IS **YOURS**, **HERS** IS ON THE BED.
HER BOOKS ARE NICE AND CLEAN. BUT **HIS** ARE A DISGRACE.
OURS IS NEAR THE POLE.
THE PRIZE IS **YOURS**.
IT IS ALL **THEIRS** NOW.

Para denotar posesión cuando queda sobreentendido el nombre del objeto que se posee, o cuando no se desea repetirlo se utilizan las palabras **MINE** (cuando el poseedor es el hablante solo), **OURS** (cuando el poseedor es el hablante con alguien más), **YOURS** (cuando el poseedor es el oyente, solo o acompañado), **HIS** (cuando es tercera persona singular masculina), **HERS** (cuando es tercera persona singular femenina), y **THEIRS** (cuando es tercera persona plural). **ITS** corresponde a tercera persona singular neutra, pero normalmente no se usa.

WHOSE DRESS IS THIS? WHOSE IS THIS?

Para preguntar por el poseedor de un objeto, mencionado o sobreentendido, se usa **WHOSE** [hu:z]. **WHOSE** precede al nombre del objeto, si se menciona.

17.5.1. Conteste las preguntas guiándose por la información dada entre paréntesis.

1. Whose car is this? It's mine. (I'm the owner).
2. Whose books are these? _____ (John is the owner).
3. Whose money is this? _____ (She is the owner).
4. Whose candy is this? _____ (You are the owner).
5. Whose radio is this? _____ (We are the owners).
6. Whose records are those? _____ (They are the owners).
7. Whose coat is that? _____ (Bill is the owner).
8. Whose papers are these? _____ (I'm the owner).
9. Whose handkerchief is that? _____ (He is the owner).
10. Whose earrings are these? _____ (Louise is the owner).
11. Whose socks are those? _____ (I am the owner).
12. Whose tickets are those? _____ (We are the owner).
13. Whose pen is that? _____ (You are the owner).

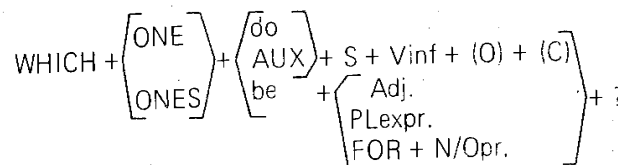
14. Whose chocolate bars are those? _____ (You and Mark are the owners).
15. Whose typewriter is this? _____ (We are the owners).
16. Whose record player is that? _____ (They are the owners).

17.5.2. Complete con las palabras **MINE, YOURS, HIS, HERS, OURS** o **THEIRS**, según lo pida el contexto.

1. This is yours, I left _____ at home.
2. Helen brought _____, but we didn't bring _____.
3. _____ is the blue book with his initials. _____ has my name on the first page.
4. Your hands are soft and beautiful. I envy them. Housework is ruining _____.
5. Is the white house on the hill _____? No, they have a house close by the river.
6. I have my ring in this box; where is _____, Helen?
7. Mary Ann found _____ in her dresser, but Sylvia couldn't find _____.
8. _____ is a big rubber ball. He usually takes it to the beach to play.
9. I have mine and hers, but _____ are missing. Where did you leave them?
10. This isn't _____. _____ has his picture and signature on it.
11. _____ is the small red car in front of the house. We bought it last week.

17.6. Para evitar la repetición del sustantivo en la misma oración o en una subsecuente.

Esquemas Estructurales:





SEVERAL/A FEW/
SOME/THE/THESE/THOSE + Adj. + ONES
THE + Adj. + ONE

(S + be) THE + Adj. + **ONE** + Specifying sentence
(S + Vc) + THIS/THAT/
THE OTHER/SOME OTHER + (Adj.) + ONE
THE OTHER/SOME OTHER + (Adj.) + ONES

+ { Vc + (O) + (C) }
(be + { Adj FOR + N/Opr })

Also be and Vc in negative and interrogative forms.

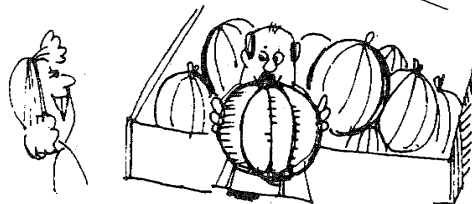
Which one do you want?
I want the big **one**.



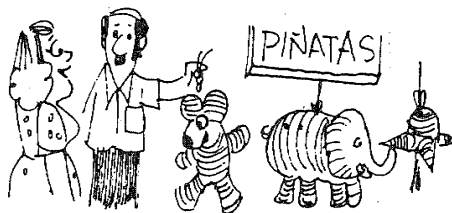
Which **ones** do you like?
I like the sports **ones**, and the **ones** with the big buckles.



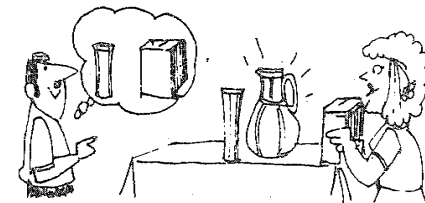
No, I can't use that **one**. I need a small **one**.



Are you going to buy this **one**?
Yes, but I need another **one** for Charlie's birthday party.



Did you see these yesterday?
I didn't see the **one** in the middle.
but I saw the other **ones**.



Is this the only **one** you have?
No, I have several in the other room.



OBSERVE

WHICH ONES DO YOU LIKE?

I LIKE THE SPORTS ONES
...THE ONES WITH THE BIG
BUCKLES
I SAW THE OTHER ONES

I DIDN'T SEE THE ONE IN THE
MIDDLE.
I NEED ANOTHER ONE

Quando no se desea repetir un sustantivo porque se ha mencionado inmediatamente antes, o porque de cualquier otra manera resulta claro en el diálogo, se sustituye por la palabra ONE si dicho sustantivo es singular, o por la palabra ONES, si es plural. Esto puede hacerse cuando se pregunta especificación con la palabra WHICH, o cuando se da especificación con un adjetivo descriptivo, con el determinativo THE, o con las formas ANOTHER u OTHER. Las palabras ONE o ONES siguen a todas las anteriores. En el caso de THE, a ONE o ONES debe seguir una frase especificativa.

ARE YOU GOING TO BUY THIS ONE. NO, I CAN'T USE THAT ONE.

También se puede usar ONE después de los determinativos THIS y THAT pero no ONES inmediatamente después de las correspondientes formas plurales, ni de palabras cuantificadoras como SEVERAL, FIVE, etc., para ello debe mediar una palabra descriptiva. Igualmente pueden usarse ONE y ONES después de palabras indicadoras de orden, como NEXT, FIRST, etc., pero es muy común no hacerlo.



17.6.1. Complete con **ONE** o **ONES** según convenga. Si no es posible usar ninguna de las dos palabras, cruce el espacio en blanco con una línea.

1. I need another _____, please bring it to me.
2. Laura is going to buy several _____.
3. Which _____ did Helen choose, number one or number two? .
4. I can't buy the blue _____. They are not my size.
5. Who brought these _____?
6. The _____ in the middle and the _____ at the end, are Italian. Both belong to Mary.
7. Can you give me those _____? I need them for school.
8. Five _____ are for John, the other _____ are for Peter.
9. This _____ is Louise's, that _____ is mine.
10. You may take the small _____, the other _____ are for the church bazaar. (There are three in all).
11. Those _____ aren't ours, Please don't touch them.
12. Which boy is Peter? Isn't he the _____ near the door?
13. There are some good looking _____. Do you know them? I only know the tall _____ by the window. I don't know the other _____. (There are three persons in all).
14. Please open the _____ in the refrigerator. It is for dinner tonight.

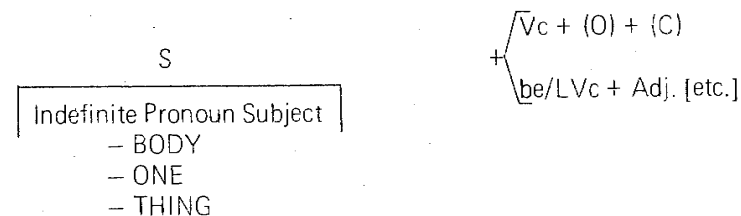
17.6.2. Complete la respuesta integrando en ella la(s) palabra(s) entre paréntesis y empleando **ONE** o **ONES** donde sea posible.

1. Is there a doctor near this house? (good — two blocks from here). Yes, *there's a good one two blocks from here.*
2. Are there any oranges? (big — in the refrigerator — some). Yes, _____
3. Do you have any empty tables? (five — in the other room — there are). Yes, _____
4. Did you buy any dresses? (pretty). No, I didn't find a _____
5. Was John's car near the corner? (in front of the house). No, his was the _____
6. Was there a party at the Johnsons' house last night? (lively — there — from 8 to 4 o'clock). Yes, _____
7. Are there any letters for me? (five). Yes, _____

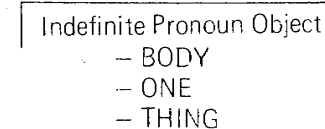
8. Did you see any good movies last week? (any) (good). No, we _____
9. Is that your favorite song? ("Yours forever"). No, my _____
10. How many boxes can you give me? (three — large). I _____
11. Is there a good program on T.V. tonight? (excellent — on Channel 8 — at ten). Yes, _____

17.7. Para nombrar en forma general o indefinida al sujeto de una oración, a la persona o cosa en la cual recae la acción del verbo, o una circunstancia de lugar o tiempo.

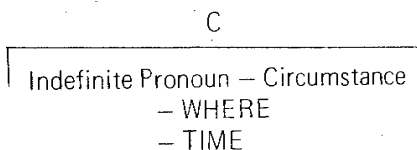
Esquemas estructurales:



S + Vc + O



S + Vc + (O)
be/LVc + (Adj)
PExpr. +



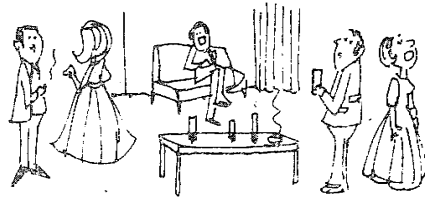
Also be, LVc and Vc in negative and interrogative forms.



Everybody (everyone) is having fun.



Nobody (No one) is having fun.



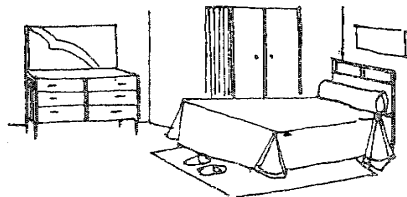
There's somebody (someone) behind that curtain.



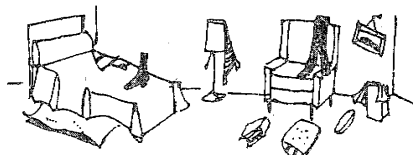
Anybody (anyone) might win. They are all running at the same speed.



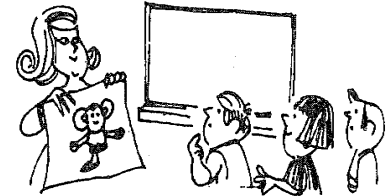
Everything is in its place.



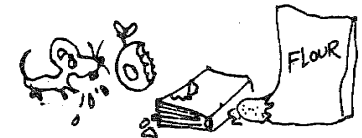
Nothing is in its place.



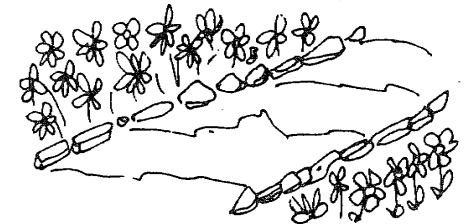
Something is missing.



A hungry mouse eats anything.



There are flowers everywhere.



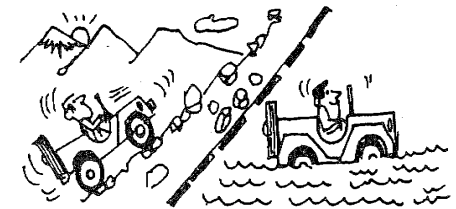
I can find that ring nowhere.
I can't find that ring anywhere.



I have my keys somewhere in my handbag.

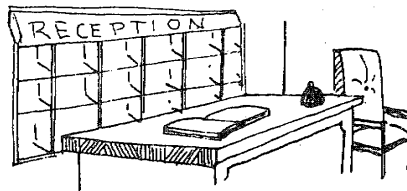


You can go anywhere in a jeep.

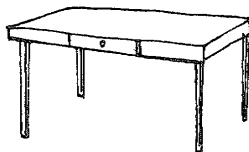




There's *nobody* (*no one*) at the desk.
There isn't *anybody* (anyone) at the desk.



There's *nothing* on the table.
There isn't *anything* on the table.



Sometime in the future I'll be rich.



OBSERVE

EVERYBODY (EVERYONE) IS HAVING FUN.
EVERYTHING IS IN ITS PLACE.
THERE ARE FLOWERS **EVERYWHERE**.

Para denotar todas las personas o individuos u objetos del mundo (si se trata de una generalización), o de un grupo determinado, se emplean las palabras **EVERYBODY** o **EVERYONE**, o **EVERYTHING** como sujetos o como complementos directos o indirectos. Para denotar la totalidad del espacio en una generalización, o la del espacio que se está convencionalmente abarcando, se utiliza la palabra **EVERYWHERE**.

NOBODY (NO ONE) IS HAVING FUN.
NOTHING IS IN ITS PLACE.
I CAN FIND THAT RING **NOWHERE**.

NOBODY, NO ONE, NOTHING y NOWHERE significan exactamente lo contrario que las palabras respectivas del grupo anterior. **NO** pueden usarse en frases negativas.

THERE'S **NOBODY (NO ONE)** AT THE DESK.
THERE **ISN'T ANYBODY (ANYONE)** AT THE DESK.
THERE'S **NOTHING** ON THE TABLE.
THERE **ISN'T ANYTHING** ON THE TABLE.
I CAN FIND THAT RING **NOWHERE**.
I CAN'T FIND THAT RING **ANYWHERE**.

Las palabras **ANYBODY, ANYONE, ANYTHING y ANYWHERE**, en frase negativa equivalen a **NOBODY, NO ONE, NOTHING y NOWHERE**.

THERE'S **SOMEBODY (SOMEONE)** BEHIND THAT CURTAIN.
SOMETHING IS MISSING.
I HAVE MY KEYS **SOMWHERE** IN MY HANDBAG.
SOMETIME IN THE FUTURE I'LL BE RICH.

Las palabras **SOMEBODY y SOMEONE** denotan alguna persona de un grupo no determinado, la palabra **SOMETHING** indica algo de un conjunto no determinado, **SOMEWHERE** se refiere a algún lugar dentro de un espacio determinado o indeterminado, la palabra **SOMETIME** señala algún tiempo no preciso.

ANYBODY (ANYONE) MIGHT WIN.
A HUNGRY MOUSE EATS **ANYTHING**.
YOU CAN GO **ANYWHERE** IN A JEEP.

ANYBODY y ANYONE indican cualquier persona o individuo de un grupo, determinado o no. **ANYTHING** señala cualquier cosa en general, o dentro de un cierto grupo no precisado. **ANYWHERE** indica cualquier lugar.

EVERYBODY, EVERYONE, NOBODY, NO ONE, SOMEBODY, SOMEONE, y ANYBODY, ANY ONE, EVERYTHING, NOTHING, SOMETHING y ANYTHING tienen la función de sujetos de oración o de complementos directo o indirecto, y se estructuran como tales. Como sujetos **SIEMPRE** concuerdan con el verbo en 3a. persona **SINGULAR**.

EVERYWHERE, NOWHERE, SOMEWHERE y ANYWHERE cumplen función de circunstanciales de lugar. **SOMETIME** cumple función de circunstancial de tiempo. Estas últimas cinco palabras ocupan normalmente las últimas posiciones en la oración.



17.7.1. Complete guiándose por el contexto. Utilice las palabras **EVERY-BODY, (EVERYONE), EVERYTHING Y EVERYWHERE.**

A.

1. _____ shouted happily at the wonderful news.
2. I saw smiling faces _____.
3. _____ was the way it should be.
4. There were children _____.
5. You cannot please _____.
6. They placed guards _____.
7. _____ looks perfect, John is going to be pleased.
8. Was _____ at the school auditorium listening to the famous lecturer?
9. I answered _____ on the exam. I hope to get a good grade.
10. Not _____ came punctually this morning. Some students were late.

B. Utilice las palabras **somebody, (someone), something, somewhere o sometime.**

1. That letter will arrive _____ today. Don't be impatient.
2. Did _____ call the doctor?
3. The prize is hidden _____ in this room.
4. The party was _____ before Christmas.
5. _____ in my shoe is bothering me.
6. _____ will finally find the answer to the problem.
7. Did you take _____ out of the refrigerator?
8. _____ opened the main door downstairs. It might be a thief.
9. One of her contact lenses fell _____ near the dresser.
10. There's _____ knocking at the door, please open it.

C. Utilice las palabras **anybody (anyone), anything o anywhere.**

1. You can put the packages _____.
2. _____ attracts the attention of a small child: a pebble, a little insect, a flower, an old candy wrapper.
3. _____ can learn English. The only thing required is practice and more practice.
4. With this ticket I may go _____ within three hundred miles of Monterrey.
5. Did Mary add _____ unusual to the meat? It has a different taste.

6. _____ from Littletown could identify John Gilford.
7. _____ might ruin the project at this step: A failure in power control, a sudden change of temperature, a small mistake in measuring the acid supply.
8. A helicopter can land practically _____.
9. _____ can win the prize. The tickets are free.
10. Did you smell _____ strange when you opened the box.

D. Utilice las palabras **nobody (no one), nothing, nowhere, o anybody (anyone), anything, anywhere,** con el mismo sentido negativo.

1. I didn't find _____ inside the envelope.
2. _____ arrived on the 8:00 o'clock train.
3. Please don't say _____ I'll do it anyway.
4. Don't put _____ on the table. I painted it five minutes ago.
5. We can't go _____. We have no money.
6. They talked to _____ at the station.
7. She saw it _____ in the room.
8. We didn't buy _____ for Christy and her birthday is tomorrow.
9. Alice is _____ in the school.
10. Charles isn't imitating _____. That is his own personality.
11. Unfortunately, there isn't _____ we can talk to.
12. They discovered _____ new.
13. _____ could see the reason for his attitude.
14. _____ will convince him: money, presents or advice.
15. The bus didn't stop _____ until it reached its final destination.

17.7.2. Guiándose por el contexto complete con la palabra que convenga de las estudiadas en el punto 17.7.

1. _____ should steal from other people.
2. Evil minds twist _____.
3. Those documents have to be _____ in the office. I know I brought them this morning.
4. He will drive you _____ in the city, far or near, for the same fare.
5. There's _____ wrong with my radio. There's only a buzzing sound coming from it.
6. _____ has a right to life and freedom.



7. There isn't anything in this briefcase. It's empty.
8. Cheryl used my perfume. Was it you, Cheryl?
9. There is nothing written on the blackboard. It is completely blank.
10. You will go nowhere following that road, it is closed to traffic.
11. When you looked there was only the sky and the immense sea.
12. Don't give this paper to anybody except Mr. Johnson or his cousin Mr. Smith.
13. He is going to visit our plant next next week. His secretary will inform us of the exact time soon.
14. That attitude will get you nowhere. It is perfectly foolish and childish.
15. Everybody needs love and understanding.

SECCION DE VOCABULARIO

17 Voc. A.

Algunas expresiones impersonales.

ONE — *One* has to act according to his own conscience.

ONE is indefinite. It has a singular meaning, agrees with the third person singular form of the verb, and relates to the masculine pronouns HE, HIS, HIM and HIMSELF.

MAN — *Man* has always feared death.

MAN means everybody in general, mankind. It agrees with the third person singular form of the verb and relates to the masculine pronouns HE, HIS, HIM and HIMSELF. This word has a philosophical sense.

EVERYBODY — *Everybody* heard the news.

In this context the word everybody is used to avoid personalizing. It agrees with the third person singular form of the verb and relates to the masculine pronouns HE, HIS, HIM and HIMSELF.

PEOPLE — *People are* often thoughtless, especially immature *people*.

PEOPLE is an indefinite plural. It agrees with the third person plural form of the verb and relates to the third person plural pronouns THEY, THEIR, THEM and THEMSELVES.

YOU — *You* can get good savings at that store.

THEY — *They* drink a lot of wine in European countries.

YOU and **THEY** can be used as impersonal forms.

17. Voc. A.1. Guiándose por el contexto y por las indicaciones especiales que se le den, complete con *one, man, everybody, people, you* o *they*.

1. Man pollutes his own environment. everybody realizes that.
2. Now don't find many stores open on Sunday.
3. One should not impose one's opinions on other people.
4. They base their diet on corn and beans in many parts of Mexico.
5. Somebody sometimes act irresponsibly.
6. Somebody should fight for one's values and defend them against others.
7. Somebody is always striving to have control over natural forces.
8. Somebody sometimes close their eyes to the needs of the underprivileged.
9. Somebody have to study hard for exams in this school, I discovered that last semester.
10. Somebody can be wonderful in their attitudes and ideals.
11. Somebody dislikes this situation.
12. Life usually gives somebody the necessary chances for success.
13. Somebody are tired of demagogic promises.

17. Voc.B.

Expresiones con valor posesivo que sustituyen a un elemento dado anteriormente, o que se emplean como adjetivos, con valor enfático.

ONE'S OWN — John is not going to borrow my book today. He has *his own*.
Use *your own* judgment. I can't give you any advice.

17. Voc.B.1. Complete con *my own, your, own, his own, her own, its own, our own* o *their own*, según lo pida el contexto.

1. Do you want to use mine? No, I have my own, thank you.
2. We'll have to spend our own money from now on.
3. Is she making her own clothes now after she took that course in designing?
4. We cannot provide scissors for everyone, please bring your own.
5. Did they open their own store?
6. I want my own where could I get it?
7. Everybody should buy their own equipment.



8. Fred is finally working on _____.
9. Does every branch compute _____ data?
10. Don't meddle in other people's business, tend to _____.

17. Voc.C.

Expresiones que sustituyen a una oración dicha anteriormente.

THAT X. *Mary is leaving for Tokyo tonight.*

Y. Who said *that*? (Who said Mary was leaving for Tokyo tonight?)

X. Her father did.

SO X. *Mary is leaving for Tokyo tonight.*

Y. Who said *so*? (Who said Mary was leaving for Tokyo tonight?)

X. Her father did.

Nota: También puede utilizarse la palabra THIS como sustituto de oración, pero es de uso mucho menos frecuente que la palabra THAT.

Es común que se use la palabra SO en combinación con los verbos APPEAR, BELIEVE, HOPE, SEEM, SUPPOSE, TELL, THINK, IMAGINE, SAY, HEAR, NOTICE, SEE y otros. En frase afirmativa, los siete primeros admiten la estructuración con SO en posición inicial, y los tres últimos normalmente sólo esa admiten.

IT APPEARS SO	IT DOESN'T APPEAR SO	SO IT APPEARS.
I BELIEVE SO	I DON'T BELIEVE SO	SO I BELIEVE
WE HOPE SO	WE DON'T HOPE SO	SO WE HOPE
IT SEEMS SO	IT DOESN'T SEEM SO	SO IT SEEMS
THEY SUPPOSE SO	THEY DON'T SUPPOSE SO	SO THEY SUPPOSE
HE TOLD ME SO	HE DIDN'T TELL ME SO	SO HE TOLD ME
I THOUGHT SO	I DIDN'T THINK SO	SO I THOUGHT

WE IMAGINED SO	WE DIDN'T IMAGINE SO
I SAY SO	I DON'T SAY SO

SO WE HEAR
SO THEY NOTICED
SO SHE SEES

También se usa **SO** en combinación con el adjetivo AFRAID para formar la expresión idiomática I AM AFRAID **SO**.

17. Voc.C.1. Complete la respuesta a cada pregunta* empleando la palabra entre paréntesis como medio de evitar repeticiones.

1. Who said *it was late*? (that) John _____.
2. Who told you *the money was lost*? (so) Mrs. Lee _____.
3. Who said *the books were there*? (so) Nobody _____.
4. Who believes *he is a millionaire*? (that) We _____.
5. Who said *the party was next week*? (so) The chairman of the committee _____.
6. Who told them *the apartment was empty*? (so) I _____.
7. Who said *the meat was ready*? (so) The maid _____.
8. Who told you a *passport was necessary*? (that) The consul _____.
9. Who told the students *they could go*? (so) I _____.
10. Who says John is sick? (that) His sister _____.

SECCION DE TRADUCCION

Ejemplos para observar

ENGLISH

John is a doctor

What is his friend like?

They are members of the club.

Mary is an American. She lives in New York.

How is your baby?

Does Mary like candy?

Where is Mr. Brown from?

It's an algebra book.

What is it?

Strawberries are red.

SPANISH

Juan es doctor

¿Cómo es su amigo?

Son miembros del club.

Mary es americana. Vive en Nueva York.

¿Cómo está tu bebé? (. . . su bebé?)

¿A Mary le gustan los dulces? ¿Le gustan los dulces a Mary? ¿Le gustan a Mary. . .?

¿De dónde es el Sr. Brown?

Es un libro de álgebra.

¿Qué es?

Las fresas son rojas.

17. Trad.1. Traduzca

1. Did you and Pat like Paris? _____
2. Flowers are beautiful. _____
3. Where are your earrings from? _____

* La mayoría de las preguntas incluyen una cita indirecta, construida con el verbo en pasado. Posteriormente se estudiarán con algún detalle estas formas indirectas.



4. What are elephants like? _____
5. What is the weather like? _____
6. Ted is a Catholic. _____
7. What are they? _____
8. My sister is a nurse. She works in a hospital. _____
9. It's a tree leaf. _____
10. They are elements of the problem. _____

LECTURA DE COMPRENSION

Lea cuidadosamente el siguiente escrito y luego conteste las preguntas relacionadas con él.

THE ENGLISH "MAGNA CARTA"

One of the important documents in the struggle of men for their civil rights is the "Magna Carta" which a group of barons rebellious to the abuses of power of King John of England (1199-1216) forced him to sign in 1215. This charter was mainly to protect the rights of the feudal class and to curb royal arbitrary actions of power, but in chapter 39, it sets the basis for a significant social change: "No freeman in the realm shall be arrested and imprisoned, or dispossessed, or outlawed, or exiled, or in any way destroyed, unless by legal judgment of his peers and by the law of the land". Not all men were freemen at the time in England, but as they obtained their freedom, they acquired the rights granted by the charter.

King John, called John Lackland, or John Softsword, is described by historians as cruel, vindictive, licentious, unscrupulous, faithless, and also capable of murdering his own nephew, Arthur, Duke of Brittany and heir to the throne, to rule England himself. In his fight for money and power for the crown, he did not stop at selling to the highest bidder heiresses entrusted to his custody. He levied taxes for military campaigns he did not conduct, and found ways to obtain more and more money by taxing income and property. He would take every opportunity he had for extending his jurisdiction, and would pay no attention to protests.

Some barons had revolted occasionally and had obtained charters from John's predecessors Henry I, Stephen, and Henry II, but the promises these kings made to them were not followed by their actions in government. The rebellious barons finally assembled at Bury St. Edmunds to discuss their complaints against King John and to decide what to do. The Archbishop of Canterbury, Stephen Langston, supported them. He was a man of great knowledge, a noted theologian. He considered that as the church had a canon law to govern it internally, the secular states should have a law to rule their affairs. He convinced the rebellious barons to forget their personal hatred for the king and to devise a general program which would appeal to all the feudal barons. They did, and thus produced the "Magna Carta", which they presented to the king.

The king didn't want to sign the charter, as he considered it was like giving up his kingdom, but he was finally forced to do it, through an intelligent maneuver of the barons, which led to their peaceful occupation of London. The capture of London meant the triumph of the barons, and with it the victory of the "Magna Carta" and its principles, which later influenced Thomas Jefferson and, through him, the Constitution of the United States and the other Constitutions that took it as their model.

Questions:

1. What is the "Magna Carta"?

2. When was the "Magna Carta" signed?

3. What does chapter 39 of the "Magna Carta" say?

4. According to the descriptions of historians, what was King John like?

5. Where did the rebellious barons finally assemble?

6. What did Archbishop Langston consider in relation to secular states?

7. What did the principles of the "Magna Carta" later influence?



Respuestas a los ejercicios

Módulo 1

17.1.1.

1. Studying is necessary.
2. Playing chess is interesting.
3. Here's the money for delivering (or bringing) the packages. Thank you.
4. You should stop smoking. (Smoking sometimes produces lung cancer).
5. Drawing is his special ability.
6. He enjoys playing the violin.
7. Playing is a natural activity for children.
8. Swimming is a wonderful sport.
9. Those walls need painting.
10. Eating is his favorite activity.

17.1.2.

1. Telling the truth all the time requires great courage.
2. I am grateful to you for sweeping the floor.
3. I always enjoy reading a good book.
4. Fortunately, you are not good at lying.
5. Washing this woolen dress with hot water was a mistake.
6. He advised buying those bonds last year.
7. Eating and sleeping are essential activities to keep alive.
8. Really listening to others is not easy. Our egocentrism prevents it.
9. We love visiting our friends.
10. Cleaning these spots is going to be difficult.
11. Learning English requires a lot of practice.
12. Martha avoids preparing complicated dishes.
13. Our friends enjoy playing tennis.
14. Taking our heavy coats was a good idea.
15. I prefer traveling by airplane.

17.2.1.

1. *It is necessary to water the plants.*
2. *It is pleasant to listen to music.*
3. *It is dangerous not to obey traffic signs.*
4. *It makes me happy to see you.*
5. *It is his duty to cook.*
6. *Was it your job to teach?*

7. *Is it our obligation to go to church?*
8. *Did she find it pleasant to sit in the park?*
9. *Is it interesting to read the newspaper?*
10. *It amuses children to watch television.*

17.2.2.

1. Visiting friends is pleasant. *It is pleasant to visit friends.*
2. Earning a lot of money requires great effort. *It requires great effort to earn a lot of money.*
3. Learning foreign languages is interesting. *It is interesting to learn foreign languages.*
4. Remaining silent is sometimes difficult. *It is sometimes difficult to remain silent.*
5. Criticizing others is easy. *It is easy to criticize others.*
6. Combining forces is sometimes necessary. *It is sometimes necessary to combine forces.*
7. Explaining the situation was not easy. *It was not easy to explain the situation.*
8. Not protesting against injustice is wrong. *It is wrong not to protest against injustice.*
9. Understanding Mary is difficult. *It is difficult to understand Mary.*
10. Driving fast can be dangerous. *It can be dangerous to drive fast.*
11. Not being punctual is a bad habit. *It is a bad habit not to be punctual.*
12. Reading is enjoyable. *It is enjoyable to read.*
13. Doing exercise is good for your health. *It is good for your health to do exercise.*
14. Burning leaves causes air contamination. *It causes air contamination to burn leaves.*
15. Ironing that dress is not urgent. *It is not urgent to iron that dress.*

17.3.1.

1. Snow (verb) – tomorrow. *It's going to snow tomorrow.* (or *It will...*)
2. John's book – (?). *Is it John's book?*
3. not far – from Monterrey to Saltillo. *It is not far from Monterrey to Saltillo.*
4. not – late. *It is not late.*
5. Sunday – yesterday. *It was Sunday yesterday.*
6. a sunny day – (?). *Is it a sunny day?*
7. cold – outside. *It is cold outside.*
8. close (near) – to the market – (?). *Is it close to the market? (or Is it near...)*
9. Mark – on the telephone. *It is Mark on the telephone.*
10. early – for the game – (?). *Is it early for the game?*
11. not – three blocks to school. *It is not three blocks to school.*



12. pleasant — last night. It was pleasant last night.
13. my baby brother — in that picture. It is my baby brother in that picture.
14. a long way — from America to New Zealand. It is a long way from America to New Zealand.
15. not — February. It is not February.
16. a nice summer. It is a nice summer.
17. Helen at the door — two minutes ago — (?). Was it Helen at the door two minutes ago?
18. not a rainy winter. It is not a rainy winter.
19. not — your father —, — your brother. It is not your father, it is your brother.
20. a freezing and miserable day — yesterday. It was a freezing and miserable day yesterday.
21. late — We missed part of the program. It was late. We missed part of the program.
22. windy — the whole of last week. It was windy the whole of last week.
23. seven o'clock. It's seven o'clock.

17.3.2.

1. It is windy today.
2. It is Sunday, January 22nd.
3. It was cold yesterday.
4. It is far to the mountains.
5. It is 9 p.m.
6. It is nice and sunny outside.
7. It is late. I am sleepy.
8. It is close to the bank.
9. It is raining. Take your umbrella.
10. It is winter. The weather is cold and the days are short.

17.4.1.

1. Will there be an examination tomorrow? No, there won't.
2. Is there a priest in your family? Yes, there is.
3. Were there many letters for you yesterday? Yes, there were.
4. Is there any paint in that can? No, there isn't.
5. Are there some foreign students in your class? Yes, there are.
6. Is there any problem in answering his letter? No, there isn't.
7. Was there an accident at that corner? No, there wasn't.
8. Is there going to be a school play soon? No, there isn't.
9. Are there many problems in the world nowadays? Yes, there are.
10. Are there going to be easy solutions? No, there are not.
11. Is there great friendship between Pat and Rose? Yes, there is.
12. Might there be a big snowstorm tonight? Yes, there might be.

13. Should there be more educational opportunities? Yes, there should be.
14. Was there a fight between John and Peter? No, there wasn't.
15. Are there going to be many graduates this semester? Yes, there are.
16. Were there many flowers in your garden this year? No, there weren't.

17.4.2.

1. Is there a flower in the vase? Yes, there is. Yes, there's a flower in the vase.
2. Is there a pen beside the notebook? No, there isn't. There are two pencils beside the notebook.
3. Are there many trees in the park? Yes, there are. Yes, there are many trees in the park.
5. Is there a fireplace between the two windows? No, there isn't. There's a sofa between the two windows.
6. Is there going to be a car collision? Yes, there is. Yes, there is going to be a car collision.
7. Is there a doll on her bed? Yes, there is. Yes, there's a doll on her bed.
8. Was there a fire in the woods last year? Yes, there was. Yes, there was a fire in the woods last year.
9. Are there handles on all the drawers? Yes, there are. Yes, there are handles on all the drawers.
10. Is there a humming bird flying over the flowers? No, there isn't. There's a butterfly flying over the flowers.
11. Is there going to be a wedding reception in this room? No, there isn't. There's going to be a birthday party in this room.
12. Is there a fisherman in the house? Yes, there is. Yes, there is a fisherman in the house.

Módulo 2

17.5.1.

1. Whose car is this? It's mine.
2. Whose books are these? They're his. (or... John's).
3. Whose money is this? It's hers.
4. Whose candy is this? It's yours.
5. Whose radio is this? It's ours.
6. Whose records are those? They're theirs.
7. Whose coat is that? It's his. (or... Bill's).
8. Whose papers are these? They're mine.
9. Whose handkerchief is that? It's his.
10. Whose earrings are these? They're hers. (or... Louise's).
11. Whose socks are those? They're mine.
12. Whose tickets are those? They're ours.
13. Whose pen is that? It's yours.



14. Whose chocolate bars are those? They're yours. (or... Mark's and yours.)
15. Whose typewriter is this? It's ours.
16. Whose record player is that? Theirs.

17.5.2.

1. This is yours. I left mine at home.
2. Helen brought hers, but we didn't bring ours.
3. His is the blue book with his initials. Mine has my name on the first page.
4. Your hands are soft and beautiful. I envy them. Housework is ruining mine.
5. Is the white house on the hill theirs? No, they have a house close by the river.
6. I have my ring in this box; where is yours, Helen?
7. Mary Ann found hers in her dresser, but Sylvia couldn't find hers.
8. His is a big rubber ball. He usually takes it to the beach to play.
9. I have mine and hers, but yours are missing. Where did you leave them?
10. This isn't his. His has his picture and signature on it.
11. Ours is the small red car in front of the house. We bought it last week.

17.6.1.

1. I need another one, please bring it to me.
2. Laura is going to buy several _____.
3. Which one did Helen choose, number one or number two?
4. I can't buy the blue ones. They are not my size.
5. Who brought these _____.
6. The one in the middle and the one at the end, are Italian. Both belong to Mary.
7. Can you give me those _____? I need them for school.
8. Five _____ are for John, the other ones are for Peter.
9. This one is Louise's, that one is mine.
10. You may take the small one, the other ones are for the church bazaar. (There are three in all).
11. Those _____ aren't ours. Please don't touch them.
12. Which boy is Peter? Isn't he the one near the door?
13. There are some good looking ones. Do you know them? I only know the tall one by the window. I don't know the other ones. (There are three persons in all).
14. Please open the one in the refrigerator. It is for dinner tonight.

17.6.2

1. Is there a doctor near this house? (good — two blocks from here). Yes, there's a good one two blocks from here.
2. Are there any oranges? (big — in the refrigerator — some). Yes, there are some big ones in the refrigerator.

3. Do you have any empty tables? (five — in the other room — there are). Yes, there are five in the other room.

4. Did you buy any dresses? (pretty). No, I didn't find a pretty one.

5. Was John's car near the corner? (in front of the house). No, his was the one in front of the house.

6. Was there a party at the Johnsons' house last night? (lively — there — from 8 to 4 o'clock). Yes, there was a lively one there from 8 to 4 o'clock.

7. Are there any letters for me? (five) Yes, there are five.

8. Did you see any good movies last week? (any) (good). No, we didn't see any good ones.

9. Is that your favorite song? ("Yours forever"). No, my favorite one is "Yours forever".

10. How many boxes can you give me? (three — large). I can give you three large ones.

11. Is there a good program on T.V. tonight? (excellent — on Channel 8 — at ten). Yes, there is an excellent one on Channel 8 at ten.

17.7.1.

A.

1. Everybody (everyone) shouted happily at the wonderful news.
2. I saw smiling faces everywhere.
3. Everything was the way it should be.
4. There were children everywhere.
5. You cannot please everybody. (everyone).
6. They placed guards everywhere.
7. Everything looks perfect. John is going to be pleased.
8. Was everybody (everyone) at the school auditorium listening to the famous lecturer?
9. I answered everything in the exam. I hope to get a good grade.
10. Not everybody came punctually this morning. Some students were late.

B.

1. That letter will arrive sometime today. Don't be impatient.
2. Did somebody (someone) call the doctor?
3. The prize is hidden somewhere in this room.
4. The party was sometime before Christmas.
5. Something in my shoe is bothering me.
6. Somebody (someone) will finally find the answer to the problem.
7. Did you take something out of the refrigerator?
8. Somebody (someone) opened the main door downstairs. It might be a thief.
9. One of her contact lenses fell somewhere near the dresser.
10. There's somebody knocking at the door, please open it.



C.

1. You can put the packages anywhere.
2. Anything attracts the attention of a small child: a pebble, a little insect, a flower, an old candy wrapper.
3. Anybody (anyone) can learn English. The only thing required is practice and more practice.
4. With this ticket I may go anywhere within three hundred miles of Monterey.
5. Did Mary add anything unusual to the meat? It has a different taste.
6. Anybody (anyone) from Littletown could identify John Gilford.
7. Anything might ruin the project at this step: A failure in power control, a sudden change of temperature, a small mistake in measuring the acid supply.
8. A helicopter can land practically anywhere.
9. Anybody (anyone) can win the prize. The tickets are free.
10. Did you smell anything strange when you opened the box?

D.

1. I didn't find anything inside the envelope.
2. Nobody (no one) arrived on the 8:00 o'clock train.
3. Please don't say anything. I'll do it anyway.
4. Don't put anything on the table. I painted it five minutes ago.
5. We can't go anywhere. We have no money.
6. They talked to nobody (no one) at the station.
7. She saw it nowhere in the room.
8. We didn't buy anything for Christy and her birthday is tomorrow.
9. Alice is nowhere in the school.
10. Charles isn't imitating anybody (anyone). That is his own personality.
11. Unfortunately, there isn't anybody (anyone) we can talk to.
12. They discovered nothing new.
13. Nobody (no one) could see the reason for his attitude.
14. Nothing will convince him: money, presents, advice.
15. The bus didn't stop anywhere until it reached its final destination.

17.7.2.

1. Nobody (no one) should steal from other people.
2. Evil minds twist everything.
3. Those documents have to be somewhere in the office. I know I brought them this morning.
4. He will drive you anywhere in the city, far or near, for the same fare.
5. There's something wrong with my radio. There's only a buzzing sound coming from it.
6. Everybody (everyone) has a right to life and freedom.
7. There isn't anything in this briefcase. It's empty.

8. Somebody (someone) used my perfume. Was it you, Cheryl?
9. There is nothing written on the blackboard. It is completely blank.
10. You will go nowhere following that road, it is closed to traffic.
11. Everywhere you looked there was only the sky and the immense sea.
12. Don't give this paper to anybody (anyone) except Mr. Johnson or his cousin Mr. Smith.
13. He is going to visit our plant sometime next week. His secretary will inform us of the exact time soon.
14. That attitude will get you nowhere. It is perfectly foolish and childish.
15. Everybody (everyone) needs love and understanding.

17.Voc.A.1.

1. Man pollutes his own environment. Everybody realizes that.
2. You don't find many stores open on Sunday.
3. One should not impose one's opinions on other people.
4. They base their diet on corn and beans in many parts of Mexico.
5. People sometimes act irresponsibly.
6. One should fight for one's values and defend them against others.
7. Man is always striving to have control over natural forces.
8. People sometimes close their eyes to the needs of the underprivileged.
9. You have to study hard for exams in this school. I discovered that last semester.
10. People can be wonderful in their attitudes and ideals.
11. Everybody dislikes this situation.
12. Life usually gives one the necessary chances for success.
13. People are tired of demagogic promises.

17. Voc.B.1.

1. Do you want to use mine? No, I have my own, thank you.
2. We'll have to spend our own money from now on.
3. Is she making her own clothes now after she took that course in designing?
4. We cannot provide scissors for everyone, please bring your own.
5. Did they open their own store?
6. I want my own, where could I get it?
7. Everybody should buy his own equipment.
8. Fred is finally working on his own.
9. Does every branch compute its own data?
10. Don't meddle in other people's business, tend to your own.

17. Voc.C.1.

1. Who said it was late? (that) John said that.
2. Who told you the money was lost? (so) Mrs. Lee told me so.



3. Who said the books were there? (so) Nobody said so.
4. Who believes he is a millionaire? (that) We believe that.
5. Who said the party was next week? (so) The chairman of the committee said so.
6. Who told them the apartment was empty? (so) I told them so.
7. Who said the meat was ready? (so) The maid said so.
8. Who told you a passport was necessary? (that) The consul told me that.
9. Who told the students they could go? (so) I told them so.
10. Who says John is sick? (that) His sister says that.

17. Trad. 1.

1. Did you and Pat like Paris? ¿Les gustó París a ti (a Ud.) y a Pat?
2. Flowers are beautiful. Las flores son hermosas.
3. Where are your earrings from? ¿De dónde son tus aretes? (. . .sus aretes?)
4. What are elephants like? ¿Cómo son los elefantes?
5. What is the weather like? ¿Cómo está la temperatura?
6. Ted is a Catholic. Ted es católico.
7. What are they? ¿Qué son?
8. My sister is a nurse. She works in a hospital. Mi hermana es enfermera. Trabaja en un hospital.
9. It's a tree leaf. Es una hoja de árbol.
10. They are elements of the problem. Son elementos del problema.

English "MAGNA CARTA".

1. What is the "Magna Carta"? It is one of the important documents in the struggle of men for their civil rights.
2. When was the "Magna Carta" signed? It was signed in 1215.
3. What does chapter 39 of the "Magna Carta" say? It says: "no freeman in the realm shall be arrested and imprisoned, or dispossessed, or outlawed, or exiled, or in any way destroyed, unless by legal judgment of his peers and by the law of the land".
4. According to the descriptions of historians, what was King John like? He was cruel, vindictive, licentious, unscrupulous, faithless, capable of murdering his own nephew, to rule England himself.
5. Where did the rebellious barons finally assemble? They finally assembled at Bury St. Edmunds.
6. What did Archbishop Langston consider in relation to secular states? He considered that as the church had a cannon law to govern it internally, the regular states should have a law to rule their affairs.
7. What did the principles of the "Magna Carta" later influence? They influenced the Constitution of the United States and the other Constitutions that took it as their model.

Actividades complementarias

1. Hacer una lista de todas las actividades que le gusta realizar: dance, play, study, etc., y estructurar oraciones con ellas como sujeto.
2. Hacer las mismas oraciones con *IT* como sujeto diferido.
3. Usando *IT* como sujeto, hacer oraciones relacionadas con la temperatura en días importantes de su vida, las fechas que eran o las estaciones, etc. Hacer oraciones con *IT* señalando la distancia de su casa o de su ciudad a otros puntos.
4. Hacer oraciones con *THERE IS/THERE ARE* señalando los objetos que se hallan en su escritorio, o en su taller, o en su habitación. Preguntar a un interlocutor imaginario por las que se hallan en su escritorio, taller, habitación, etc.
5. Utilizar los pronombres posesivos en oraciones relativas a cosas que posee él o ella y los miembros de su familia. Imaginar que habla con alguno de ellos.
6. Hacer diez oraciones combinando las formas *ONE/ONES* con *THERE IS/THERE ARE*.
7. Usar los pronombres indefinidos para referirse a situaciones o hechos posibles en el mundo que le rodea, e igualmente usar para ello las formas impersonales.
8. Ejercitarse en el uso de las expresiones de posesivo con *OWN*, tanto para enfatizar la posesión como en lugar de un sustantivo como en el número 5.
9. Imaginar que alguien le comunica información de tipo dudoso y quiere saber quién es el autor de dicha información, pero empleando *THAT* y *SO* en sus preguntas. Ej. The price of cars is going to go down twenty percent next year. *WHO SAID THAT?* o *WHO SAID SO?*



UNIDAD XVIII



Objetivos generales

Al terminar de estudiar esta Unidad, el alumno:

1. Ampliará o disminuirá la extensión en que debe tomarse un sustantivo, mediante el uso o la omisión de los artículos A/AN y THE.
2. Distinguirá y memorizará las cosas especiales de sustantivos o de construcciones sustantivas que siempre van acompañadas por THE y los que no admiten THE.
3. Distinguirá los casos especiales de construcciones de sustantivo que deben llevar A/AN y los que no admiten A/AN, y los memorizará.
4. Memorizará las expresiones fijas en que aparece A/AN.
5. Distinguirá los casos en que se usa el verbo MAKE y los casos en que se usa el verbo DO para indicar realización o ejecución de algo.
6. Memorizará las combinaciones fijas, en su mayoría con sustantivos, que requieren el verbo MAKE y las que requieren el verbo DO.
7. Realizará las actividades complementarias de esta Unidad: Pronunciación de [I], conversación, traducción y lectura de comprensión.
8. Realizará los ejercicios de aplicación libre que se le sugieren en esta Unidad.



Introducción

Instrucciones especiales para el manejo de esta Unidad.

SECCION DE PRONUNCIACION

De las dos pronunciaciones básicas de "l" presentadas en esta Unidad ante vocal acentuada o [j] o después de vocal acentuada, sólo la segunda requiere especial atención y cuidado al imitarla, ya que no existe en español. En cuanto a los casos en que la "l" no se pronuncia, o se aspira, es cuestión de observar en qué combinaciones de sonidos se dan habitualmente una y otra y en lo posible memorizar los ejemplos dados al respecto en esta Unidad.

SECCION DE ESTRUCTURAS

En esta Unidad no hay estructuras nuevas. Solamente se trata de generalizaciones y de casos especiales en que deben usarse u omitirse los artículos THE y A/AN frente a un sustantivo. Para entender si se trata o no de generalizaciones es indispensable comprender el contexto de la frase. Los casos especiales: objetos únicos en la cultura, actividades, ramas del conocimiento humano, días de la semana, horas del día, nombres geográficos, etc., hay que memorizarlos. Conviene que haga listas de todos ellos según aparecen en la Unidad y que vaya aumentando dichas listas con palabras que investigue por su cuenta.

SECCION DE VOCABULARIO

Dado que el verbo español HACER engloba los verbos ingleses MAKE y DO, hay que distinguir cuidadosamente, y memorizarlos, los casos generales en que hay que usar uno y otro.

En cuanto a las frases fijas en que intervienen MAKE o DO (conjugados) y las frases con A/AN, hay que memorizarlas como CONJUNTOS, COMO BLOQUES UNITARIOS.

Las secciones de conversación, traducción y lectura de comprensión no tienen indicaciones especiales.

Módulo 3

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Distinguirá por el contexto si un sustantivo masivo (que no admite numerales) debe usarse en toda su amplitud como una generalización, o circunscribirse a un caso especial.
2. No antepondrá ningún artículo a los nombres masivos tomados en toda su extensión: Ej. **WATER** IS ESSENTIAL FOR LIFE.
3. Utilizará el artículo THE ante los sustantivos masivos circunscritos a un caso especial. Ej. **THE WATER** IN THAT GLASS IS COLD.
4. Distinguirá por el contexto si un sustantivo plural debe usarse en toda su extensión, englobando a todos los seres de su especie, o se refiere a dos o más seres particulares determinados.
5. No antepondrá ningún artículo a los nombres plurales usados en toda su amplitud. Ej. **FLOWERS** ARE ALWAYS BEAUTIFUL.
6. Utilizará el artículo THE ante los sustantivos plurales que se refieran a dos o más seres particulares determinados. Ej. **THE FLOWERS** FOR HELEN ARE IN THAT BOX.
7. Distinguirá por el contexto si un sustantivo singular debe usarse para simbolizar todos los seres de su especie, si debe usarse para nombrar a un ser particular determinado, o si debe usarse para nombrar a un ser indeterminado, que puede ser cualquiera de su especie.
8. Antepondrá el artículo THE al sustantivo singular usado para simbolizar a todos los seres de su especie, Ej. **THE EAGLE** SYMBOLIZES STRENGTH AND NOBILITY, y al sustantivo singular que nombra a un ser particular determinado: Ej. DID YOU TALK TO **THE TEACHER**?
9. Antepondrá el artículo A/AN al sustantivo singular que nombra a un ser indeterminado, cualquiera de su especie. Ej. I SAW **AN EAGLE** FLYING SOUTH.
10. Distinguirá cuando un nombre propio se refiere a un individuo o a una familia.
11. No antepondrá el artículo THE al nombre propio referido a un individuo. Ej. DOES **DR. SMITH** LIVE NEAR YOUR HOUSE?
12. Antepondrá el artículo THE al nombre propio, pluralizado, que engloba a una familia. Ej. **THE SMITHS** ARE COMING TODAY.
13. Distinguirá los sustantivos que nombran objetos únicos en la cultura y los usará anteponiéndoles el artículo THE. Ej. **THE SUN** IS SHINING NOW.



14. Memorizará los sustantivos propuestos en esta Unidad que nombran objetos únicos en la cultura pero que no llevan el artículo THE antepuesto. Ej. HE SEEMS TO REJECT **SOCIETY**.
15. Distinguirá los casos en que un sustantivo singular deja de referirse a un objeto para nombrar a la actividad conectada con ese objeto. Ej. CHILDREN, YOU HAVE TO GO TO **BED** NOW.
16. Cuando la actividad es tocar un instrumento musical sí usará el artículo THE. Ej. HE PLAYS **THE PIANO** BEAUTIFULLY.
17. Distinguirá los sustantivos que nombran ramas del conocimiento humano y omitirá el artículo THE ante ellos. Ej. I AM NOT TAKING **FRENCH** THIS SEMESTER.
18. Utilizará el artículo THE antes de los nombres de ramas de conocimiento humano cuando éstos funcionen como adjetivos frente a sustantivos que deban llevar dicho artículo. Ej. **THE FRENCH GOVERNMENT** AUTHORIZED IT.
19. Distinguirá los sustantivos que nombran los días de la semana y las horas y omitirá el uso del artículo THE ante ellos. Ejs. THEY'RE ALWAYS HERE ON **SUNDAY**, HE LEFT AT **FIVE**.
20. Utilizará el artículo THE ante el nombre de un día de la semana si éste va precedido por un numeral ordinal. Ej. HE ALWAYS COMES ON **THE SECOND SUNDAY** OF THE MONTH.

MEMORICE:

Cindy: Do me a favor, Tess, help me make up my mind.

Tess: About what?

Cindy: About my valentine for Bob. Shall I make a cake or a pie for him?

Tess: What does he prefer?

Cindy: He prefers pies.

Tess: Then make him a pie.

Cindy: But I have a wonderful recipe for a delicious cake.

Tess: Well, then make the delicious cake.

Cindy: But, what if he doesn't like it?

Tess: Oh, come on, make up your mind.

Cindy: That's exactly what I am trying to do, thank you.

**INTONATION PATTERN:**

Cindy: Do me a favor, Tess, help me make up my mind.

Tess: About what?

Cindy: About my valentine for Bob. Shall I make a cake or a pie for him?

Tess: What does he prefer?

Cindy: He prefers pies.

Tess: Then make him a pie.

Cindy: But I have a wonderful recipe for a delicious cake.

Tess: Well, then make the delicious cake.



Cindy: But, what if he doesn't like it?

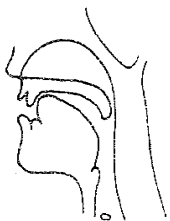
Tess: Oh, come on, make up your mind.

Cindy: That's exactly what I am trying to do, thank you.

SONIDO [ɪ]

Ante vocal acentuada y ante [j]

Después de vocal acentuada



Palabras en que se
dan los dos tipos
de [ɪ]



lead (verbo)	lamp
leave	lard
lid	alike
lake	lion
layer	look
flare	blue
length	loot
lapse	low
relax	law
luck	alien
lump	value

label
ladle
lapel
liable
libel
liberal
loll
lull

all	jail
bold	kill
cool	mild
cult	milk*
deal	null
elf	old
film	pale
fault	palace
gallon	rally
gulf	scalp
halt	tilt

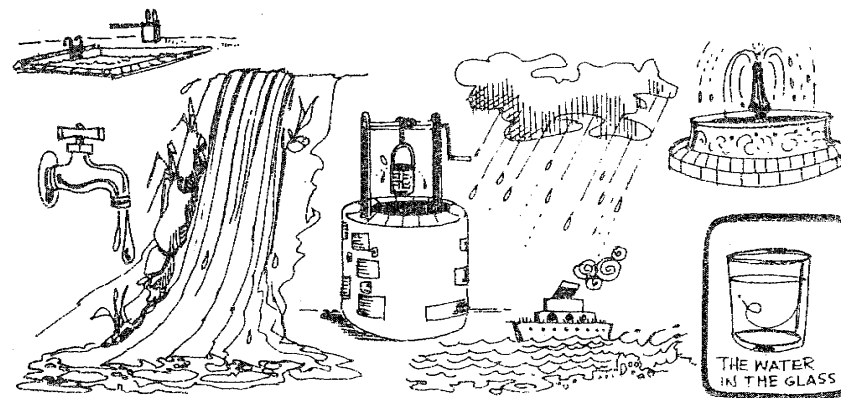
PALABRAS EN LAS QUE LA "L" NO SE PRONUNCIA.

balk [bɔ:k]	could [kud]	half [hæf]	talk [tɔk]	would [wud]
chalk [tʃɔk]	folk [fɔ:k]	should [ʃud]	walk [wɔk]	yolk [jɔk]

PALABRAS EN LAS QUE LA "L" SE ASPIRA.

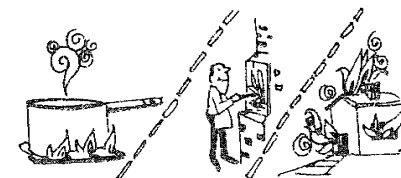
alms [a:mz] calm [ka:m] embalm [ɛm'ba:m] palm [pa:m] qualm ['kwa:m]

* El sonido [ɪ] se velariza, es decir, se pronuncia más atrás, sobre la región velar antes del sonido [k].



18.1. Para expresar generalización o particularización.
A. En el caso de objetos que no tienen unidad.

Fire is sometimes useful
and sometimes harmful.



He put out *the fire* before leaving.



Snow is white.



The snow in my hand feels packed.





OBSERVE

FIRE IS SOMETIMES USEFUL AND SOMETIMES HARMFUL
SNOW IS WHITE.

Cuando se trata de tomar el nombre de un objeto en toda su extensión, es decir, cuando se está generalizando, si el objeto no tiene unidad (no admite numeral) se omite el artículo **THE**, como en los dos ejemplos anteriores.

HE PUT OUT **THE FIRE** BEFORE LEAVING.
THE SNOW IN MY HAND FEELS PACKED.

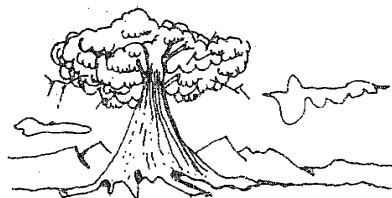
Si se trata de usar el nombre del objeto para referirse a una porción determinada solamente, se utiliza el artículo **THE** antepuesto a él, como en los dos ejemplos anteriores.

B. En el caso de objetos que tienen unidad.

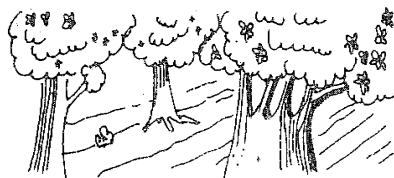
Trees provide shade for us.



The tree symbolizes strength and firmness.



The trees in our garden are full of blossoms. *The orange tree* is especially beautiful.



There's *a tree* by the old well.



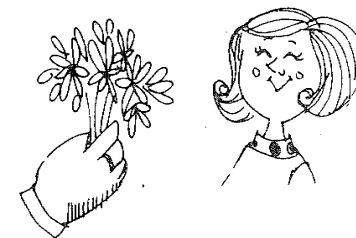
Flowers are beautiful.



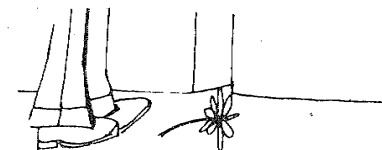
The flower is an important element of Japanese life.



The flowers he has in his hand are for Mary.

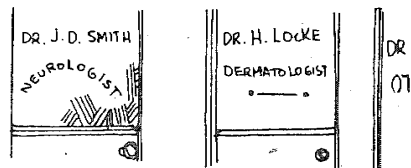


A flower fell on the floor.



I need *a flower* for Debbie's hair.

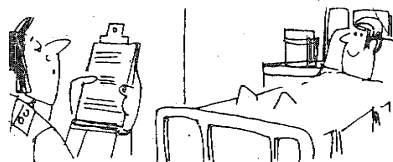




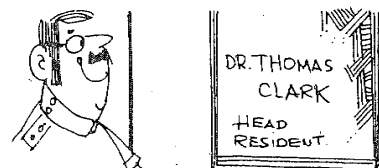
Doctors are usually specialized nowadays.



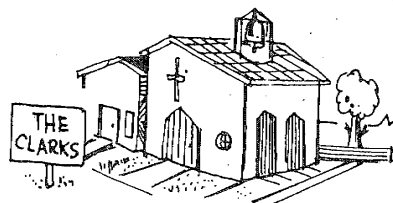
Did you see *the doctor* today?



A doctor is examining a patient's chart.



Dr. Thomas Clark is Head Resident of this hospital.



The Clarks, Dr. Clark and his family, live beside the church.

OBSERVE

TREES PROVIDE SHADE FOR US.

FLOWERS ARE BEAUTIFUL.

DOCTORS ARE USUALLY SPECIALIZED NOWADAYS.

Cuando se quiere englobar a todos los individuos de una especie, se utiliza el nombre en plural que señala esa especie, SIN anteponerle el artículo **THE** como en los tres ejemplos anteriores.

THE TREE SYMBOLIZES STRENGTH AND FIRMNESS.

THE FLOWER IS AN IMPORTANT ELEMENT OF JAPANESE LIFE

Otra forma de generalizar es nombrando el individuo por la especie. En este caso el nombre es singular, naturalmente, y va precedido por el artículo **THE** como en los dos ejemplos anteriores. Excepción: **MAN**. Ejemplo: **MAN IS MORTAL**.

THE TREES IN OUR GARDEN ARE FULL OF BLOSSOMS.

THE ORANGE TREE IS ESPECIALLY BEAUTIFUL.

THE FLOWERS HE HAS IN HIS HAND ARE FOR MARY.

DID YOU SEE **THE DOCTOR** TODAY?

Cuando se trata de un individuo o de un grupo de individuos **determinados**, dentro de una especie, el sustantivo singular o plural que los nombra va precedido por el artículo **THE** como en los cuatro ejemplos anteriores. La determinación se hace por señalamientos dentro de la expresión lingüística misma como IN OUR GARDEN en la primera oración del grupo arriba mencionado, o HE HAS IN HIS HANDS en la tercera oración del mismo grupo. A veces dicha determinación queda implícita en el contexto, como en la segunda oración, o corresponde a un entendido cultural como en la última, en que se supone por ejemplo que la pregunta la hace una esposa a su esposo, y el doctor del cual se trata es el doctor de la familia, o el médico que ya ambos sabían que el esposo iba a ver.

THERE'S **A TREE** BY THE OLD WELL.

A FLOWER FELL ON THE FLOOR.

A DOCTOR IS EXAMINING A PATIENT'S CHART.

Cuando se quiere hablar de un individuo de la especie, pero **sin**



determinarlo, se antepone el artículo A (o su variante AN) al correspondiente nombre singular, como en los tres ejemplos anteriores.

I NEED A FLOWER FOR DEBBIE'S HAIR.

A veces el artículo A/AN no sólo indica que se trata de un individuo, sino que además como en el ejemplo anterior, señala que es un cualquiera. Normalmente este uso corresponde a un sustantivo empleado como complemento y no como sujeto de la oración.

DR. THOMAS CLARK IS HEAD RESIDENT OF THIS HOSPITAL.

Cuando se trata de un nombre propio, que señala el grado mayor de particularización, no se utiliza ningún artículo independientemente de si el nombre va precedido por un título, como en el ejemplo anterior, o va solo.

THE CLARKS, DR. CLARK AND HIS FAMILY; LIVE BESIDE THE CHURCH.

Sin embargo, cuando se engloba a una familia por el apellido, éste va pluralizado y además precedido por el artículo *THE*, como en el ejemplo anterior.

18.1.A-B.1. Guiándose por el contexto, complete con la forma correcta del sustantivo que aparece entre paréntesis. Y los artículos *THE* o *A/AN* si la situación los pide.

1. *The coat* near my blue suit belongs to my sister. (coat).
2. *Vegetables* are necessary in our diet (vegetable).
3. _____ received a decoration last year. (Gral. Clark).
4. We invited _____ and _____ to our house yesterday. (Mr. and Mrs. Clark) (Dr. and Mrs. Williamson).
5. _____ on the stove is boiling. (water).
6. _____ need love and protection. (child).
7. I love _____ (fruit).

8. I need to sign this letter, please bring me _____ from my desk, I have several there. (pen).
9. _____ was _____ that revolutionized culture. (printing press) (invention).
10. Did you talk to _____? He wanted to see you. (teacher).
11. _____ are seldom worn in our country. (winter clothes).
12. _____ was burning brightly in the fireplace. (beautiful fire).
13. _____ are expensive pieces of equipment. (computer).
14. _____ are ready for Mrs. Lee's signature. (document).
15. Please select _____ for John. I want to give it to him for his birthday. (tie).
16. _____ was a contribution of America to the world. (turkey).
17. Do you know _____? (Mr. Livingston).
18. _____ and their cousin arrived by plane. (Stewart).
19. _____ isn't everything in life. (money).
20. _____ spoke on television to all _____ . (president) (parents).
21. I placed _____ on the table, please take it. (money).
22. _____ usually feels proud of his nationality. (Mexican).

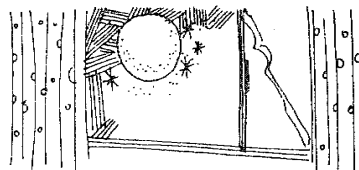
18.2. Casos especiales en el uso y omisión de *THE*
A) Objetos únicos en la cultura.

The sun is going to melt the snow soon.





The *moon* is full tonight.



The *wind* is blowing hard.



They exhibit some beautiful
Greek vases at *the museum*.



Are they going to *the zoo*?



OBSERVE

THE SUN IS GOING TO MELT THE SNOW SOON.
THE WIND IS BLOWING HARD.
ARE THEY GOING TO THE ZOO?

Cuando se trata de objetos únicos o considerados únicos en la cultura, se usa el artículo **THE** antecediendo a su nombre. Algunos casos: **THE AIR, THE EARTH, THE MOON, THE MUSEUM, THE SUN, THE WEATHER, THE WIND, THE WORLD, THE ZOO.**

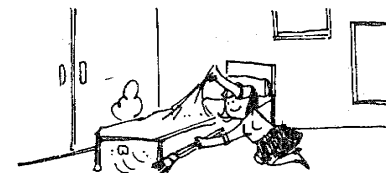
Excepciones: **HEAVEN, HELL, PARADISE, SOCIETY, CIVILIZATION, TOWN** (con el significado de centro de la ciudad. Ej. I'M GOING TO **TOWN**).

B) Actividades.

I'm going to *bed* now. Good night.



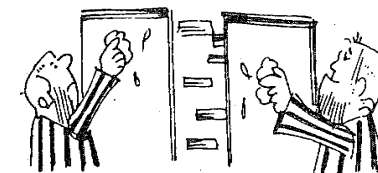
She's sweeping under *the bed*.



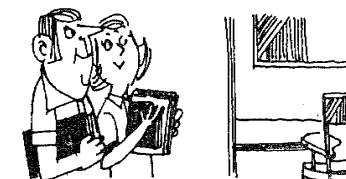
The policemen are taking the thief to *jail*.



They are cleaning *the jail*.



We are going to *class* now.



The class was long today.





OBSERVE

I'M GOING TO *BED* NOW. GOOD-NIGHT.
THE POLICEMEN ARE TAKING THE THIEF TO *JAIL*.
WE'RE GOING TO *CLASS* NOW.

Cuando el sustantivo deja de referirse a un objeto, para nombrar en general la actividad con la que se conecta dicho objeto, no se utiliza el artículo *THE* antes de dicho sustantivo.

Otros sustantivos que se amplían para referirse a la actividad en general son: BREAKFAST, LUNCH, DINNER, SUPPER, TEA, CHURCH, SCHOOL, COLLEGE, PRISON, WORK, WAR.

Caso especial: La actividad de tocar un instrumento musical, con *THE*. HE PLAYS *THE* GUITAR. I PLAY *THE* PIANO.

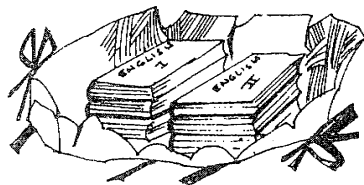
C. Ramas del conocimiento humano.

English and *Spanish* have different vowel sounds.

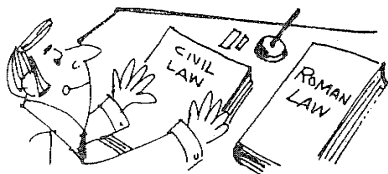
VOWELS

Spanish	English
[i]	[i]
[o]	[ʌ]
[e]	[ə]
[a]	[æ]

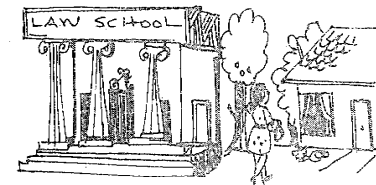
The new *English* books arrived today.



Mike is studying *law*.



She lives near *the Law School*.



OBSERVE

ENGLISH AND *SPANISH* HAVE DIFFERENT VOWEL SOUNDS.
MIKE IS STUDYING *LAW*.

Cuando se trata de ramas del conocimiento humano tomadas en general no llevan el artículo *THE*, como *SPANISH* y *LAW* en los ejemplos anteriores.

THE NEW ENGLISH BOOKS ARRIVED TODAY.
SHE LIVES NEAR *THE LAW SCHOOL*.

A veces las palabras que designan ramas del conocimiento humano funcionan como adjetivos y entonces sí llevan artículo, pero éste en realidad se refiere al sustantivo siguiente, *BOOKS* y *SCHOOL*, en los dos ejemplos anteriores.

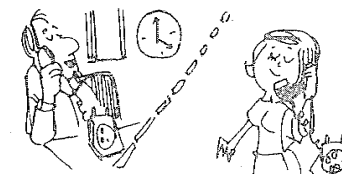
Los nombres de idiomas: Spanish, English, German, Italian, etc., SIEMPRE van con mayúscula.

D. Los días de la semana y las horas.

We have a special class on *Saturdays*.

	MON	TUE	WED	THUR	FRI	SAT
8	LANG	LANG	LANG	LANG	LANG	SP. CL.
9	CH	GEO	CH	GEO	CH	SP. CL.
10	MATH	MATH	MATH	MATH	MATH	SP. CL.
11	BIO	BIO	BIO	BIO	BIO	SP. CL.
12	LIT	LIT	LIT	LIT	LIT	SP. CL.

It's *five* now. I'll be there at *seven*.





OBSERVE

WE HAVE A SPECIAL CLASS ON **SATURDAYS**.

Cuando se trata de los días de la semana no se usa el artículo **THE** antepuesto a su nombre, pero si hay un ordinal sí se usa **THE**. Ejemplo **MOTHER'S DAY IN THE UNITED STATES IS THE SECOND SUNDAY OF MAY.**

IT'S FIVE NOW. I'LL BE THERE AT **SEVEN**.

Cuando se trata de las horas del día se usa **THE**.

18.2.A-D.1. Utilice **THE** en los casos en que lo pida el contexto, en los demás casos deje el espacio en blanco.

1. Did you visit _____ old church near _____ river?
2. _____ sun was out early today.
3. Is the concert going to be at _____ 8 or at _____ 9?
4. We are not taking _____ chemistry this semester.
5. _____ jail is in poor condition, they are going to rebuild it.
6. At what time do you usually have _____ breakfast?
7. _____ Psychology is my favorite subject.
8. I want to go to _____ heaven.
9. _____ Earth is the third planet in our Solar System.
10. I'm taking this report to _____ class.
11. Mr. Benson is showing _____ museum to my students.
12. Mrs. Clark will send all her children to _____ college.
13. Our next program will be presented on _____ Thursday.
14. They go to _____ work at _____ seven every day.
15. _____ zoo will get a new elephant soon.
16. All _____ Spanish teachers in our community are having a meeting.

Módulo 4

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Utilizará el artículo **THE** ante el nombre de un objeto sobre el que se denota posesión, cuando dicha posesión se indica mediante el uso de **OF**. Ej. **THE HEADQUARTERS OF THE COMPANY.**
2. Omitirá el artículo **THE** ante el nombre de un objeto sobre el que se denota posesión, cuando dicha posesión se indica mediante el uso de 'S o S'. Ej. **THE BANK'S HEADQUARTERS.**
3. Distinguirá los nombres geográficos que se refieran a masas de agua y utilizará **THE** ante todos ellos excepto los que nombren un lago solo o una bahía. Ejs. **THE PACIFIC OCEAN, THE MISSISSIPPI, LAKE ERIE.**
4. Reconocerá los nombres geográficos que se refieran a continentes, países, provincias, y regiones, solos y agrupados.
5. Omitirá el artículo **THE** ante los nombres de continentes, países, provincias, estados y ciudades cuando no estén agrupados, con excepción de **THE HAGUE**. Ej. **ARGENTINA IS IN SOUTH AMERICA.**
6. Usará el artículo **THE** ante los nombres de continentes, países, provincias, estados y ciudades, cuando se agrupan en conjuntos, después de países, pro-conjuntos. Ej. **THE UNITED STATES IS NORTH OF MEXICO.**
7. Usará **THE** ante los nombres de regiones geográficas. Ej. **I CAN'T VISIT THE CONGO NOW.**
8. Omitirá **THE** ante el nombre de una montaña. Ej. **MOUNT OLYMPUS WAS THE HOME OF THE GODS IN GREEK MYTHOLOGY.**
9. Utilizará **THE** ante el nombre de una cordillera. Ej. **THE ROCKY MOUNTAINS EXTEND FROM THE MEXICAN BORDER TO THE ARTIC.**
10. No usará **THE** ante los nombres de calles, avenidas, etc., Ej. **HIS STORE IS ON FIFTH AVENUE.**
11. Distinguirá los casos en que se da una medida base de tiempo, de peso, etc., para indicar una proporción y utilizará **A/AN** antes del sustantivo que nombra dicha medida base. Ej. **IT COSTS FIFTY CENTS A POUND.**
12. Expresará cantidad pequeña de un objeto que no admita numeral utilizando **LITTLE** antes del nombre de dicho objeto.



13. Expresará número reducido de unidades de un objeto utilizando FEW antes del nombre plural de dicho objeto.
14. Distinguirá los casos en que una cantidad o un número son simplemente reducidos, y los casos en que son demasiado reducidos para algo. En el primer caso antepondrá a LITTLE o FEW según corresponda, el artículo A. Ej. WE HAVE **A LITTLE** TIME, LET'S GO IN AND SEE THE PAINTINGS; en el segundo caso no les agregará nada, Ej. I PREPARED **FEW** SANDWICHES, I'LL HAVE TO PREPARE MORE.
15. Antepondrá las expresiones A GOOD MANY, A GREAT MANY a un sustantivo plural para indicar cantidad considerable de los objetos nombrados por dicho sustantivo. Si la expresión completa está usada como sujeto de oración, concordará con el verbo en tercera persona plural. Ej. **A GREAT MANY STUDENTS** ARE THERE NOW.
16. Antepondrá la expresión MANY A/AN a un sustantivo singular para indicar cantidad considerable del objeto nombrado por dicho sustantivo. Si la expresión completa está usada como sujeto de oración concordará con el verbo en tercera persona singular. Ej. **MANY A HOUSE** WAS PAINTED THEN.
17. Distinguirá cuando el sustantivo TIME y otros abstractos se particularizan.
18. Utilizará A/AN antepuesto a TIME y a otros sustantivos abstractos como BEAUTY, PITY, etc., cuando están particularizados. Ej. SHE IS **A BEAUTY!**
19. Memorizará con sus significados las expresiones fijas presentadas en este Módulo en que aparece el artículo A/AN.
20. Distinguirá los casos generales en que se usa el verbo DO y los casos generales en que se usa el verbo MAKE para indicar ejecución o realización de algo.
21. Memorizará las frases fijas presentadas en este Módulo en que aparecen MAKE o DO con el sentido de ejecución o realización de algo.

18.3. Uso y omisión de **THE** con indicadores de posesión o pertenencia.

THE

The hat of the king's daughter is funny.

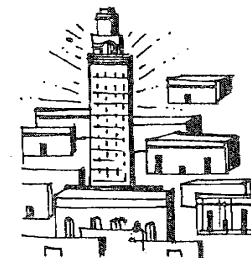
NO THE

The king's daughter's *hat* is funny.



The *headquarters* of the bank is in that big building.

The bank's *headquarters* is in that big building.



The City of New York is not the capital of the *State of New York*.

New York City is not the capital of *New York State*.





OBSERVE

THE HAT OF THE KING'S DAUGHTER IS FUNNY.
THE HEADQUARTERS OF THE BANK IS IN THAT BIG BUILDING.

Cuando se usa la partícula **OF** para denotar posesión, pertenencia, o correspondencia de un objeto con otro siempre se usa **THE** antes del nombre de lo poseído.

THE KING'S DAUGHTER'S HAT IS FUNNY.

Cuando se denota la posesión por medio de 'S o S', no se usa **THE** antes del nombre del objeto poseído.

THE BANK'S HEADQUARTERS IS IN THAT BIG BUILDING.
NEW YORK CITY IS NOT THE CAPITAL OF NEW YORK STATE.

Tampoco se usa **THE** antes de las palabras **UNIVERSITY**, **COLLEGE**, **CITY** y **STATE**, cuando los nombres con los que se establece la relación de posesión o correspondencia van antepuestos a ellas.

18.3.1. Escriba el artículo **THE** donde convenga.

- _____ University of Wisconsin is in Madison.
- Quebec City is the capital of _____ Province of Quebec.
- Did you see _____ John's sister yesterday?
- _____ Laval University is an important university in Quebec.
- _____ voices of the children were loud and clear.
- _____ State of Alaska is the forty-ninth state of the United States.
- _____ Mexico City was established in 1521.
- _____ Vassar College is a women's college.
- We never do business with _____ Mr. King's company.

18.4. Uso y omisión de **THE** en relación con nombres geográficos.

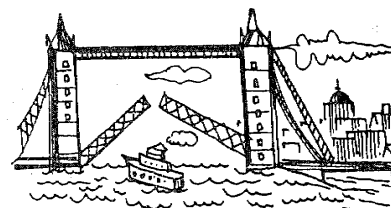
USO

Vasco Nuñez de Balboa discovered *the Pacific Ocean* in 1513.

The Gulf of Mexico and the Caribbean Sea form the eastern border of the Republic of Mexico.



USO



The Thames River flows through the City of London.

OMISION



Hudson Bay is a vast bay in the north of Canada.



The Great Lakes partially divide Canada from the United States.



Samuel de Chaplain explored Lake Ontario in 1615.



OBSERVE

THE PACIFIC OCEAN.
THE CARIBBEAN SEA

THE GULF OF MEXICO.
THE THAMES RIVER.

Los nombres de océanos, mares, golfos y ríos siempre llevan antepuesto el artículo *THE*.

HUDSON BAY

Los nombres de bahías NO LLEVAN el artículo *THE*.

LAKE ONTARIO.

THE GREAT LAKES.

Los nombres de lagos NO LLEVAN antepuesto el artículo *THE*, pero si forman un grupo o conjunto sí lo llevan.



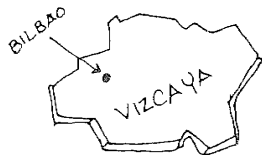
The Ukraine is rich in agriculture.



Peru is in *South America*.



Vizcaya is one of *the Basque Provinces*.



Bilbao is in Vizcaya.



Cuba is part of *the Antilles*.



Cortés departed from *Cuba* for *Yucatan*.

OBSERVE

SOUTH AMERICA
VIZCAYA
CUBA

PERU
BILBAO

Los nombres de continentes, países, provincias, estados, ciudades e islas no van precedidos por el artículo *THE*, excepción *THE HAGUE*.

THE BASQUE PROVINCES.

THE ANTILLES.

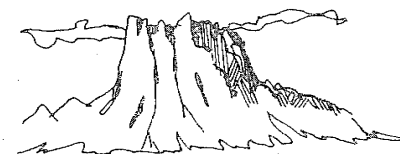
Si los continentes, países, estados, etc., se agrupan en conjuntos, sus nombres van antecidos por el artículo *THE*. Otros ejemplos: *The Americas*, *the United States*, *the Soviet Union*, *The Netherlands*, *The Carolinas*.

THE UKRAINE.

Los nombres de regiones geográficas van precedidos por *THE*. Otros ejemplos: *The Congo*, *The Sudan*.



The Alps extend through southern central Europe.



Mount Ararat has biblical importance.

OBSERVE

MOUNT ARARAT.

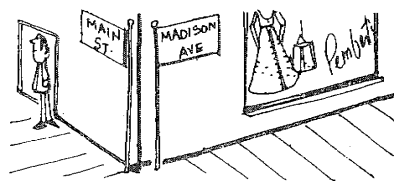
El nombre de la montaña no va precedido por el artículo *THE*.

THE ALPS.

Si se trata del nombre de una cordillera, *THE* precede.



John lives on *Main St.*
Pembert's is on *Madison Ave.*



OBSERVE

MAIN STREET.

MADISON AVENUE.

No se antepone **THE** a los nombres de calles, avenidas, bulevares, etc.

18.4.1. Escriba **THE** donde corresponda.

- _____ Amazon River is approximately four thousand miles long.
- My friends, the Herreros, live in _____ Argentina.
- _____ Soviet Union and _____ United States won many gold medals in the last Olympic Games.
- Where is _____ Red Sea? It is between _____ Egypt and _____ Saudi Arabia.
- _____ Burgos is an old and beautiful city in _____ north-central Spain. It is the capital of _____ Province of Burgos.
- _____ Lake Titicaca is high up in _____ Andes, between _____ Peru and _____ Bolivia.
- _____ Netherlands is another name for Holland. _____ Amsterdam is its capital. _____ Hague is its seat of government.
- _____ Sudan extends from _____ Atlantic Ocean to _____ Red Sea in _____ Africa.
- _____ Persian Gulf is an arm of _____ Indian Ocean.
- They established a new branch store on _____ Fifth Avenue.
- I cannot find the location of _____ Baffin Bay.
- We are going to visit _____ Bahamas next summer.
- _____ capital of _____ Madagascar is _____ Tannarive.
- Can you see _____ Seine in this picture of Paris?
- _____ Mount Everest has an altitude of 29,141 feet.

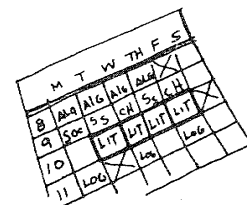
NOTA: En la unidad 15 se vio el uso de THE con los ordinales y con otras palabras que indican orden de colocación, posteriormente se verá el uso de THE con superlativos.

18.5. El uso de **A/AN** para indicar medida base.

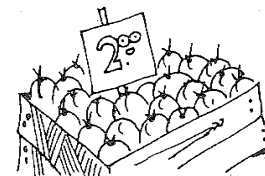
She goes home once **a year**, at Christmas time.



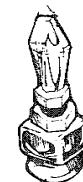
Jo and I have literature four times **a week**.



They cost two dollars **a pound**.



That perfume costs twenty dollars **an ounce**.



OBSERVE

SHE GOES HOME ONCE A YEAR, AT CHRISTMAS TIME.
THEY COST TWO DOLLARS A POUND.

El artículo **A/AN** antecede a la palabra que se toma como medida base para indicar una proporción, en este sentido equivale a la palabra **PER**.



18.5.1. Complete expresando la medida base correspondiente.

1. They have a big picnic on the Fourth of July. They have a big picnic once _____.
2. Twelve eggs cost sixty cents. Eggs cost sixty cents _____.
3. Its price per gallon is five pesos. It costs five pesos _____.
4. Mary has a piano lesson every Monday. Mary has a piano lesson once _____.
5. An ounce of that perfume sells for ten dollars. That perfume sells for ten dollars _____.
6. A pair of tennis shoes costs approximately forty pesos. Tennis shoes cost approximately forty pesos _____.
7. My car gets* one gallon of gasoline every twenty-five miles. It gets twenty-five miles _____.
8. A head of lettuce costs three pesos. Lettuce sells for three pesos _____.
9. Every piece weighs ten pounds. They weigh ten pounds _____.
10. His speedometer indicates seventy-five. He is driving at a speed of seventy-five miles _____.

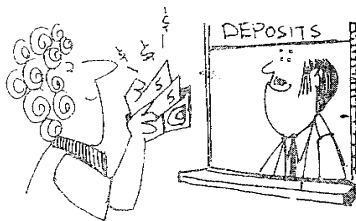
* gets = consumes.

18.6. Casos especiales en el uso y omisión de A/AN.

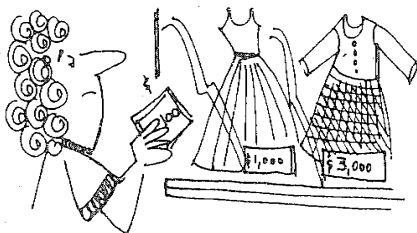
A. Con algunas expresiones de cantidad.

A/AN

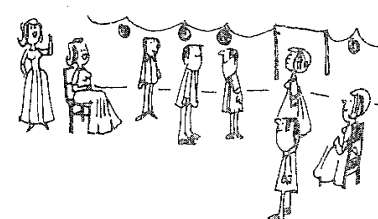
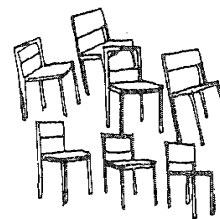
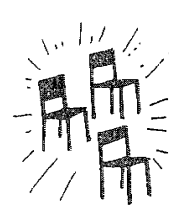
NO A/AN



I have *a little* money. I'm going to deposit it in my savings account.

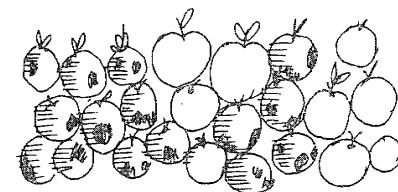


I have *little* money, I cannot buy expensive clothes.



We painted *a few* chairs.

There are *few* chairs in this room.



A good many apples are bruised.
A great many apples are bruised. *Many an* apple is bruised.

OBSERVE

I HAVE *A LITTLE* MONEY, I'M GOING TO DEPOSIT IT IN MY SAVINGS ACCOUNT.
WE PAINTED *A FEW* CHAIRS.

Se usa el artículo *A* antes de *LITTLE* o *FEW* para indicar cantidad o número pequeño, según se ve en los dos ejemplos anteriores.

I HAVE *LITTLE* MONEY. I CANNOT BUY EXPENSIVE CLOTHES.
THERE ARE *FEW* CHAIRS IN THIS ROOM.

Cuando se quiere indicar la idea de que una cantidad o un número pequeño SON INSUFICIENTES para algo, *NO* se usa el artículo *A* antes de *LITTLE* o *FEW*, como se ve en los dos ejemplos anteriores.

A GOOD MANY APPLES ARE BRUISED. (*A GREAT MANY...*)
MANY AN APPLE IS BRUISED.

A pesar de la aparente contradicción, estas dos estructuras oracionales requieren el artículo *A/AN* al lado de *MANY*. Si el artículo se antepone, debe llevar en seguida los adjetivos *GOOD* o *GREAT* y la concordancia con el verbo se hace en PLURAL. Si el artículo se pospone, va inmediatamente en seguida de *MANY* y la concordancia se hace en singular.



B. Con el sustantivo **TIME** y otros abstractos.

They are having a
wonderful time.



She's having a *miserable time*.



OBSERVE

THEY ARE HAVING **A WONDERFUL TIME**.
SHE'S HAVING **A MISERABLE TIME**.

Aunque el sustantivo **TIME** es abstracto, puede particularizarse para indicar una porción definida de tiempo en el que se tiene una experiencia agradable, desagradable, difícil, etc.

Esto puede ocurrir con otros sustantivos abstractos como **BEAUTY, PITY, SHAME**, etc.

Con todos estos sustantivos es común la expresión admirativa **WHAT A...** Ejemplo: **WHAT A SHAME!**

18.6.A-B.1. Complete utilizando **A/AN** donde sea necesario.

1. Artists are interested in _____ beauty.
2. The Johnsons are coming and we have _____ little milk, please buy two quarts.
3. We had to wait for _____ long time.
4. What _____ pity! She broke aunt Louise's old vase.
5. They have many _____ dollar in the bank.

6. Helen Peters is _____ real beauty.
7. He doesn't pay his debts. It's _____ shame.
8. What _____ time they had at the party yesterday!
9. It is five and the plane doesn't leave until five-thirty. We have _____ little time to talk.
10. _____ few of his friends are giving him a surprise party.
11. _____ pity is a noble feeling.
12. What _____ waste of _____ time and _____ effort.
13. His mother possesses _____ beauty and _____ distinction.
14. _____ great many students went on the excursion.
15. The boys lost the game. That was _____ pity.
16. They had _____ good time bringing back old memories.
17. You brought _____ few books. We need many more.

NOTA: Posteriormente se verá el uso del artículo **A/AN** en combinación con **AS, SO, SUCH, QUITE, RATHER, TOO**, más adjetivo.

SECCION DE VOCABULARIO

18. Voc. A. Algunas expresiones fijas en que aparece el artículo **A/AN**.

ALL OF A SUDDEN. I was walking peacefully along the road, **all of a sudden** a big dog attacked me. Without a warning, a big dog attacked me.

AN AVERAGE OF. **An average of** twenty students came every week. Sometimes fifteen came, sometimes twenty-five came.

AS A MATTER OF FACT. I know John very well, **as a matter of fact**, we were neighbors for twenty years. The fact is that we were neighbors for twenty years.

AT A LOSS. My friends were not there and I felt **at a loss**, I felt confused.

IN A HURRY. John is **in a hurry** to finish his work. He has to finish his work quickly.

IN A POSITION. Mary is not **in a position** to help her friend. Mary's position is not adequate for helping her friend.

IN A WHILE. They will be here **in a while**. They will be here in a short time.

PUT AN END TO. Let's **put an end to** the confusion. Let's terminate the confusion.

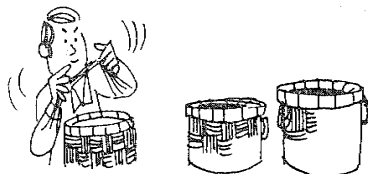
18. Voc. A. 1. Complete con la expresión que más convenga según el contexto.

1. Everything was calm and silent; _____, we heard a tremendous explosion.

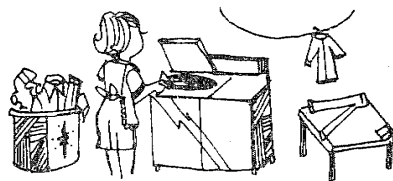


2. _____ ten tourists visit our town every day.
3. They will finally decide _____ the terrible waste of energy.
4. We couldn't talk to her yesterday, she was _____ to get to the bus station.
5. I am _____ for words. I'm confused and I don't know what to say.
6. Dinner will be ready _____, please set the table now.
7. The program is at 6:30 and she always arrives punctually, _____, she'll probably arrive by six.
8. They didn't come _____. They took their time.
9. Mrs. Brown is famous and influential. She is _____ to obtain support for our project.
10. We attend _____ three lectures a month.
18. Voc. B. Diferentes usos generales de los verbos **MAKE** y **DO**, que indican ambos ejecución o realización de algo.

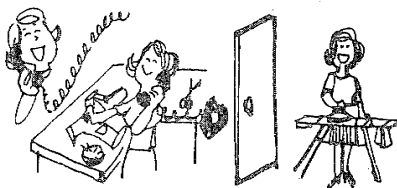
He **makes** baskets for a living.



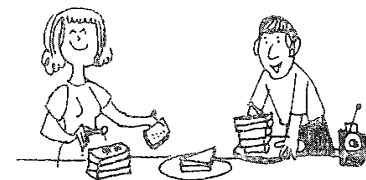
She **does** the washing in a washing machine.



What are you two **doing**?
Helen is **ironing** and I am **making** a dress.



What are they **making**?
They're **making** sandwiches.



Are you **making** a box?
No, I'm **not making** a box. I'm **repairing** this one.



OBSERVE

HE **MAKES** BASKETS FOR A LIVING
I AM **MAKING** A DRESS.
THEY ARE **MAKING** SANDWICHES.

La actividad general de construir, estructurar o manufacturar algo y de preparar alimentos se expresa con el verbo **MAKE**.

SHE **DOES** THE WASHING IN A WASHING MACHINE.

El hecho de ejecutar una labor determinada, indicada por un gerundio precedido por **THE** se expresa con el verbo **DO**.

WHAT ARE YOU TWO **DOING**? HELEN IS **IRONING** AND I...

Para preguntar por actividad en general se emplea el verbo **DO**.

WHAT ARE THEY **MAKING**? THEY ARE **MAKING** SANDWICHES
ARE YOU **MAKING** A BOX? I'M **NOT MAKING** A BOX I'M **REPAIRING** THIS ONE.

Para preguntar por la actividad específica de construir, estructurar o manufacturar algo, o de preparar alimentos, se emplea el verbo **MAKE**.



18. Voc. B.1. Complete las siguientes oraciones con la forma adecuada de **make** o **do** según corresponda.

1. She didn't _____ a sweater for Bob, she _____ a vest for him.
2. I'll _____ the salad now.
3. Our janitor _____ all the repairing in our school.
4. What is she going to _____? She's going to play.
5. Are you _____ the washing?
6. Mrs. Kent _____ a beautiful cake yesterday. It is for Anna's wedding.
7. What is he _____? He's painting his boat.
8. I have to _____ the cleaning before noon.
9. What did he _____? He swept the floor.
10. They are _____ holes in that board now.
11. She always _____ her dresses.
12. We can _____ a tall building here.
13. At what time does she usually _____ dinner?
14. They _____ the ironing expertly and we paid them well.
15. Bobby never _____ his packing at the last minute.
16. Who's going to _____ the talking, you or Helen?
17. We'll _____ all the hors d'oeuvres for Ted's party.
18. How many boxes do we have to _____?
19. They didn't _____ any small cars last month.

18. Voc. C. Algunas combinaciones fijas con los verbos **MAKE** y **DO**.

DO

A FAVOR

Will you **do** us a **favor**?

A JOB

He **did** a splendid **job**.

BUSINESS WITH

Susan never **does business with** that company.

ONE'S ASSIGNMENT

We didn't **do our assignment**. Helen **did her assignment** immediately.

ONE'S BEST

I'll **do my best** to solve her problem.

ONE'S DUTY

Alice **did her best** not to damage the wall.

Do your duty, that's the important thing.

He's prepared **to do his duty**.

ONE'S HOMEWORK

I **did my homework** carefully, you didn't **do yours**.

RESEARCH

Those scientists are **doing** important **research**.

THE DISHES

Margaret's going to **do the dishes** after breakfast, but she won't **do them** after lunch.

THE EXERCISE
THE LAUNDRY
THE LESSON
THE WORK
WITHOUT

Please **do the** first two **exercises**.

We **do the laundry** on Monday.

Marge **did the lessons** in a hurry.

Please **do the work** immediately.

I can't **do without** his help at present.

MAKE

AN ATTEMPT, A TRY

He **made an attempt (a try)** to score another point.

AN APPOINTMENT

I **made an appointment** with my lawyer to discuss my will.

A DATE

Martha **made a date** with some friends to go dancing.

(Appointment = scheduled meeting, business; date = social engagement).

(THE) BED(S)

I have **to make** my **bed** before I leave for school.

A COMPARISON

Don't make comparisons between you and others, only try to do your best.

A DEAL

Let's **make a deal**: You give me your 1965 station wagon and I give you my 1972 car.

A DECISION

Mother **made a decision** and she is going to carry it out. (carry out = to put into practice).

AN EFFORT

Henry **made a tremendous effort** to carry out the assignment.

AN ERROR, A MISTAKE

I **made an error (a mistake)** and I admit it.

A FACE

The man **made a terrible face** when he heard the news. (The expression on his face became distorted).

FUN OF

You **should avoid making fun of** others, especially on account of physical defects. It's usually cruel.

IMPROVEMENT

You **are making** wonderful **improvement** in your work. Congratulations!

MONEY

They **made** a lot of **money** by selling their product.

A NOISE

The explosion **made** a big **noise**, but fortunately nothing happened.

A RESERVATION

Our secretary **is going to make** a plane **reservation** for you and Ted.

ROOM FOR

We'll **have to make room for** two other desks in that office. Two new secretaries are coming to work tomorrow.



PEACE/WAR	Let's <i>make peace</i> . I don't like <i>to make war</i> against anybody.
A PLAN	Myriam's <i>making a plan</i> to obtain more money for the orphanage.
PROGRESS	We <i>are making</i> slow <i>progress</i> on account of the bad road.
A PROMISE	I <i>made a promise</i> to them and I will keep it.
SENSE	His words <i>make sense</i> , I believe he is right.
A SPEECH	Mr. Livingston <i>will make an interesting speech</i> .
A STATEMENT	You <i>didn't make</i> any <i>statement</i> about the money situation.
SURE	You'll <i>have to make sure</i> all the lights are out before you leave.
A TURN	We <i>cannot make a turn</i> to the right at the next corner.
THE BEST OF	We'll <i>try to make the best of</i> the situation.
MAKE UP ONE'S MIND*	Helen always has difficulty in <i>making up her mind</i> . She cannot decide easily. (Helen ...in <i>making her mind up</i>).
BELIEVE	Let's <i>make believe</i> you are an actress. Let's pretend you are an actress.
CLEAR**	He <i>made</i> his intentions <i>clear</i> to everybody.

* NOTA: Posteriormente se estudiarán con algún detalle los verbos del tipo de MAKE UP ONE'S MIND, denominados TWO-WORD VERBS.

** NOTA: La expresión MAKE CLEAR siempre lleva el sustantivo o pronombre complemento directo (direct object) entre las dos palabras que la componen: MAKE – D.O. – CLEAR.

18. Voc. C.1. Utilice la forma correcta de *DO* o *MAKE* según el contexto.

1. _____ sure you use the right kind of batteries.
2. The president _____ an important statement last night.
3. Are you _____ your homework?
4. Will you _____ a favor for Mrs. Brown?
5. That doesn't _____ sense.
6. We'll _____ two lessons this week.
7. I cannot _____ any promises to you.
8. Are you _____ your best to help them?
9. She offered to _____ the dishes after dinner today.
10. The refrigerator is _____ a strange noise.

11. He _____ the job splendidly and received many congratulations.
12. Our company didn't _____ any money yesterday.
13. Please don't _____ fun of me.
14. His firm _____ business with ours.
15. Helen always _____ her bed before she takes her bath.
16. That boy never _____ his class assignments carelessly.
17. We have to _____ an effort to finish on time.
18. He _____ a long speech over the radio yesterday evening.
19. Could they _____ room for the Clarks?
20. The little boy was _____ a face at the little girl.
21. At what time do you usually _____ the laundry?
22. Let's _____ a plan for our excursion next week.
23. We have to _____ five exercises today.
24. The Spaniards _____ war against the Moors and finally defeated them.
26. _____ your duty and don't worry about us, we'll be all right.
26. We can _____ an attempt to correct the mistake.
27. Are you _____ comparisons? I don't like it.
28. I can _____ without the car today, you may take it.
29. They finally _____ their decision an hour ago.
30. Did Louise _____ a date with Bob for tonight?

SECCION DE TRADUCCION

Ejemplos para observar

1. Helen made both the embroidered silk evening dresses.
Elena hizo ambos vestidos de noche de seda bordados.
2. There was a tree here.
Había un árbol aquí.
3. What color were his socks?
¿De qué color eran sus calcetines?
4. Which car did he buy?
¿Qué automóvil compró?
5. Mr. Kent controls two other departments.
El Sr. Kent controla otros dos departamentos.
6. Human beings need love and respect.
Los seres humanos necesitan amor y respeto.



7. Is that box for the watch?
¿Es para el reloj esa caja? ¿Es esa caja. ...?
8. He repaired all the old electric machines.
(El) Reparó todas las máquinas eléctricas viejas.
9. Ann memorized it carefully.
Ana lo memorizó cuidadosamente.
10. Their theory makes sense.
Su teoría tiene sentido.

18. Trad I. TRADUZCA

1. He bought three other cars.

2. What kind do you usually prefer?

3. Are these letters for me?

4. What color are emeralds?

5. She has all the new rubber gloves.

6. We remember her well.

7. Most boys love football.

8. I can't do without his help.

9. There's a big house there.

10. There's your pen. Where is Ann's?

- LECTURA DE COMPRENSION

Lea cuidadosamente la siguiente breve biografía y luego conteste las preguntas relacionadas con ella.

JOHN PETER ZENGER, THE MAN WHO WON A VICTORY FOR FREE PRESS.

Chance has played an important part in most of the great discoveries of man, and in many of his material achievements throughout the years, but

spiritual progress has been obtained only because of the efforts of those capable of working untiringly and of fighting and sacrificing for an ideal.

One of these men, perhaps not too important in world context, but nevertheless important, was John Peter Zenger.

As many of the early inhabitants of the American Colonies, John Peter Zenger came from Europe. He was born in Germany in 1697. In 1710, when he was 13, his family moved to New York.

The next year, John Peter became an apprentice at the printing shop of Mr. William Bradford, the pioneer in his field in the Colonies. He stayed for eight years there, and then moved to Chestertown, Maryland. After a year, he returned to New York, this time to stay. He obtained his citizenship in New York in 1723, and two years later, he and William Bradford, his former master, became partners. The partnership lasted only one year, and Zenger established his own business. His early activity as an independent printer included many articles and essays of polemic nature written in Dutch, and the first arithmetic textbook printed in New York.

In 1733 he started editing the *New York Weekly Journal*, a modest newspaper, which nevertheless brought a spirit of independence to the city's journalism. Other newspapers only published the official "truths" and superficial gossip. People sometimes gathered at a corner to hear a man talking about the real situation of the city and its government, or they discussed these things at clubs and taverns; but Zenger wanted to inform everybody with his newspaper. Lawyers, merchants, and other people who opposed William Cosby, the English Governor, wrote articles in the *New York Weekly Journal*, which became the organ of opposition.

Zenger realized the danger, since he was the one responsible for publication, but he considered that the truth about the arbitrary government of William Cosby should be published; that people should know that he was trampling on their rights and using the people's money for the benefit of his own few friends, that his rule was tyrannical, and that they had better try to obtain a new governor from England, one that would work for the people of the Colony and not against them.

As a result of what he published in his newspaper, he was finally accused of libel and arrested on November 17, 1734. He remained in jail, without trial, for almost ten months, during which he continued publishing his newspaper, with the assistance of his wife and his young helper, Jan. Then, the trial came. Things looked bad for Zenger, because the three judges and the lawyers present wanted to please Cosby, and besides, they considered that the simple publication of the articles against Cosby was a libel, without need to determine their truth or untruth.

Fortunately for Zenger, the most famous lawyer of the Colonies, Andrew Hamilton, of Philadelphia, decided to take his defense. He admitted Zenger was responsible for the offensive thing published, but that it was not



libel, unless what he said was found to be false. By appealing to the law and to the truth, Hamilton got Zenger acquitted, to the joy of his friends and people in general.

John Peter Zenger recovered his liberty in August of 1735, and with it came a victory for the democratic right of freedom of the press. His example moved other people to continue writing to say what was wrong with the English Government, until at the end the American Colonies became independent from England.

Zenger was made public printer of New York in 1737 and of New Jersey the following year. After his death in 1746, his wife first, and then his son, continued publishing the *New York Weekly Journal*, until 1751, when it ceased to appear.

Questions.

1. What has played an important part in most of the great discoveries of man and in many of his material achievements throughout the years?

2. What has been obtained only because of the efforts of those capable of working untiringly and of fighting and sacrificing for an ideal?

3. Where did John Peter Zenger come from?

4. When did John Peter Zenger become an apprentice at the printing shop of Mr. William Bradford?

5. When did he obtain his citizenship in New York?

6. Who was his partner in 1725?

7. What did Zenger do in 1726?

8. What did he start editing in 1733?

9. What did other newspapers only publish?

10. Where did people hear about the real situation of the city and the government?

11. Whom did Zenger want to inform with his newspaper?

12. Who was the English Governor?

13. Who opposed him?

14. What did Zenger consider that the people should know?

15. What happened to Zenger on November 17, 1734?

16. Who took his defense at the trial?

17. What came with Zenger's liberty?

18. What did his example move other people to do?

19. Who continued publishing the *New York Weekly Journal* after Zenger's death?

20. When did the *New York Weekly Journal* cease to appear?



Respuestas a los ejercicios

Módulo 3

18.1.A-B.1.

1. The coat near my blue suit belongs to my sister. (coat).
2. Vegetables are necessary in our diet. (vegetable).
3. Gral. Clark received a decoration last year. (Gral. Clark).
4. We invited the Clarks and the Williamsons to our house yesterday. (Clark Mr. and Mrs. Clark) (Williamson Dr. and Mrs. Williamson).
5. The water on the stove is boiling. (water).
6. Children need love and protection. (child).
7. I love fruit. (fruit).
8. I need to sign this letter, please bring me a pen from my desk. I have several there. (pen).
9. The printing press was an invention that revolutionized culture. (printing press) (invention).
10. Did you talk to the teacher? He wanted to see you. (teacher).
11. Winter clothes are seldom worn in our country. (winter clothes).
12. A beautiful fire was burning brightly in the fireplace. (beautiful fire).
13. Computers are expensive pieces of equipment. (computer).
14. The documents are ready for Mrs. Lee's signature. (document).
15. Please select a tie for John. I want to give it to him for his birthday. (tie).
16. The turkey was a contribution of America to the world. (turkey).
17. Do you know Mr. Livingston? (Mr. Livingston).
18. The Stewarts and their cousin arrived by plane. (Stewart).
19. Money isn't everything in life. (money).
20. The president spoke on television to all parents. (president) (parents).
21. I placed the money on the table, please take it (money).
22. The Mexican usually feels proud of his nationality. (Mexican).

18.2.A-D.1.

1. Did you visit the old church near the river?
2. The sun was out early today.
3. Is the concert going to be at 8 or at 9?
4. We are not taking chemistry this semester.
5. The jail is in poor condition, they are going to rebuild it.
6. At what time do you usually have breakfast?
7. Psychology is my favorite subject.
8. I want to go to heaven.
9. The Earth is the third planet in our solar system.
10. I'm taking this report to class.
11. Mr. Benson is showing the museum to my students.

12. Mrs. Clark will send all her children to college.
13. Our next program will be presented on Thursday.
14. They go to work at seven every day.
15. The zoo will get a new elephant soon.
16. All the Spanish teachers in our community are having a meeting.

Módulo 4

18.3.1.

1. The University of Wisconsin is in Madison.
2. Quebec City is the capital of the Province of Quebec.
3. Did you see John's sister yesterday?
4. Laval University is an important university in Quebec.
5. The voices of the children were loud and clear.
6. The State of Alaska is the forty-ninth state of the United States.
7. Mexico City was established in 1521.
8. Vassar College is a women's college.
9. We never do business with Mr. King's company.

18.4.1.

1. The Amazon River is approximately four thousand miles long.
2. My friends, the Herreros, live in Argentina.
3. The Soviet Union and the United States won many gold medals in the last Olympic Games.
4. Where is the Red Sea? It is between Egypt and Saudi Arabia.
5. Burgos is an old and beautiful city in north-central Spain. It is the capital of the Province of Burgos.
6. Lake Titicaca is high up in the Andes, between Peru and Bolivia.
7. The Netherlands is another name for Holland. Amsterdam is its capital. The Hague is its seat of government.
8. The Sudan extends, from the Atlantic Ocean to the Red Sea in Africa.
9. The Persian Gulf is an arm of the Indian Ocean.
10. They established a new branch store on Fifth Avenue.
11. I cannot find the location of Baffin Bay.
12. We are going to visit the Bahamas next summer.
13. The capital of Madagascar is Tannarive.
14. Can you see the Seine in this picture of Paris?
15. Mount Everest has an altitude of 29,141 feet.

18.5.1.

1. They have a big picnic on the Fourth of July. They have a big picnic once a year.



2. Twelve eggs cost sixty cents. Eggs cost sixty cents a dozen.
3. Its price per gallon is five pesos. It costs five pesos a gallon.
4. Mary has a piano lesson every Monday. Mary has a piano lesson once a week.
5. An ounce of that perfume sells for ten dollars. That perfume sells for ten dollars an ounce.
6. A pair of tennis shoes costs approximately forty pesos. Tennis shoes cost approximately forty pesos a pair.
7. My car gets one gallon of gasoline every twenty-five miles. It gets twenty-five miles a gallon.
8. A head of lettuce costs three pesos. Lettuce sells for three pesos a head.
9. Every piece weighs ten pounds. They weigh ten pounds a piece.
10. His speedometer indicates seventy-five. He is driving at a speed of seventy-five miles an hour.

18.6A-B.1.

1. Artists are interested in beauty.
2. The Johnsons are coming and we have little milk, please buy two quarts.
3. We had to wait for a long time.
4. What a pity! She broke aunt Louise's old vase.
5. They have many a dollar in the bank.
6. Helen Peters is a real beauty.
7. He doesn't pay his debts. It's a shame.
8. What a time they had at the party yesterday!
9. It is five and the plane doesn't leave until five-thirty. We have a little time to talk.
10. A few of his friends are giving him a surprise party.
11. Pity is a noble feeling.
12. What a waste of time and effort.
13. His mother possesses beauty and distinction.
14. A great many students went on the excursion.
15. The boys lost the game. That was a pity.
16. They had a good time bringing back old memories.
17. You brought few books. We need many more.

18. Voc. A. 1.

1. Everything was calm and silent; all of a sudden we heard a tremendous explosion.
2. An average of ten tourists visit our town every day.
3. They will finally decide to put an end to the terrible waste of energy.

4. We couldn't talk to her yesterday, she was in a hurry to get to the bus station.
5. I am at a loss for words. I'm confused and I don't know what to say.
6. Dinner will be ready in a while, please set the table now.
7. The program is at 6:30 and she always arrives punctually. As a matter of fact, she'll probably arrive by six.
8. They didn't come in a hurry. They took their time.
9. Mrs. Brown is famous and influential. She is in a position to obtain support for our project.
10. We attend an average of three lectures a month.

18. Voc.B.1.

1. She didn't make a sweater for Bob, she made a vest for him.
2. I'll make the salad now.
3. Our janitor does all the repairing in our school.
4. What is she going to do? She is going to play.
5. Are you doing the washing?
6. Mrs. Kent made a beautiful cake yesterday. It is for Anna's wedding.
7. What is he doing? He's painting his boat.
8. I have to do the cleaning before noon.
9. What did he do? He swept the floor.
10. They are making holes in that board now.
11. She always makes her dresses.
12. We can make a tall building here.
13. At what time does she usually make dinner?
14. They did the ironing expertly and we paid them well.
15. Bobby never does his packing at the last minute.
16. Who's going to do the talking, you or Helen?
17. We'll make all the hors d'oeuvres for Ted's party.
18. How many boxes do we have to make?
19. They didn't make any small cars last month.

18. Voc. C.1.

1. Make sure you use the right kind of batteries.
2. The president made an important statement last night.
3. Are you doing your homework?
4. Will you do a favor for Mrs. Brown?
5. That doesn't make sense.
6. We'll do two lessons this week.
7. I cannot make any promises to you.
8. Are you doing your best to help them?
9. She offered to do the dishes after dinner today.
10. The refrigerator is making a strange noise.



11. He did the job splendidly and received many congratulations.
12. Our company didn't make any money yesterday.
13. Please don't make fun of me.
14. His firm does business with ours.
15. Helen always makes her bed before she takes her bath.
16. That boy never does his class assignments carelessly.
17. We have to make an effort to finish on time.
18. He made a long speech on the radio yesterday evening.
19. Could they make room for the Clarks?
20. The little boy was making a face at the little girl.
21. At what time do you usually do the laundry?
22. Let's make a plan for our excursion next week.
23. We have to do five exercises today.
24. The Spaniards made war against the Moors and finally defeated them.
25. Do your duty and don't worry about us, we'll be all right.
26. We can make an attempt to correct the mistake.
27. Are you making comparisons? I don't like it.
28. I can do without the car today, you may take it.
29. They finally made their decision an hour ago.
30. Did Louise make a date with Bob for tonight?

18. Trad. 1.

1. He bought three other cars.
Compró otros tres automóviles.

2. What kind do you usually prefer?
¿Cuál clase prefiere(s) usualmente?

3. Are these letters for me?
¿Son para mí estas cartas? (¿Son estas cartas. . . ?)

4. What color are emeralds?
¿De qué color son las esmeraldas?

5. She has all the new rubber gloves.
(Ella) Tiene todos los guantes de hule nuevos.

6. We remember her well.
La recordamos bien.

7. Most boys love football.
A la mayoría de los muchachos les encanta el fútbol.

8. I can't do without his help.
No puedo prescindir de su ayuda. (No puedo pasármela sin su ayuda).

9. There's a big house there.
Hay una casa grande allí. (Hay allí una. . .).

10. There's your pen. Where is Ann's?
Allí está tu pluma, ¿dónde está la de Ana?

Questions for JOHN PETER ZENGER, THE MAN WHO WON A VICTORY FOR FREE PRESS.

1. What has played an important part in most of the great discoveries of man and in many of his material achievements throughout the years?
Chance.

2. What has been obtained only because of the efforts of those capable of working untiringly and of fighting and sacrificing for an ideal?
Spiritual progress.

3. Where did John Peter Zenger come from?
He came from Europe.

4. When did John Peter Zenger become an apprentice at the printing shop of Mr. William Bradford?
In 1711.

5. When did he obtain his citizenship in New York?
In 1723.

6. Who was his partner in 1725?
Mr. William Bradford.

7. What did Zenger do in 1726?
He established his own business.

8. What did he start editing in 1733?
The New York Weekly Journal.

9. What did other newspapers only publish?
They only published the official "truths" and superficial gossip.

10. Where did people hear about the real situation of the city and the



government?

At a corner or at clubs and taverns.

11. Whom did Zenger want to inform with his newspaper?
Everybody.
12. Who was the English Governor?
Mr. William Cosby.
13. Who opposed him?
Lawyers, merchants and other people.
14. What did Zenger consider that the people should know?
That Governor Cosby was trampling on their rights and using the people's money for the benefit of his own few friends, and that his rule was tyrannical.
15. What happened to Zenger on November 17, 1734?
He was arrested.
16. Who took his defense at the trial?
The most famous lawyer of the Colonies, Andrew Hamilton, of Philadelphia.
17. What came with Zenger's liberty?
With his liberty came a victory for the democratic right of freedom of the press.
18. What did his example move other people to do?
It moved them to continue writing to say what was wrong with the English Government.
19. Who continued publishing the New York Weekly Journal after Zenger's death?
His wife and son.
20. When did the New York Weekly Journal cease to appear?
In 1751.

Actividades complementarias

1. Buscar en escritos en inglés frases donde aparezcan THE o A/AN y tratar de describir a qué tipo de estructura de las descritas en esta Unidad corresponden.
2. Analizar algunas otras frases en donde aparezcan sustantivos sin artículo ni posesivos ni otros modificadores, para estudiar por qué no los llevan.
3. Estructurar cinco frases con DO y diez con MAKE en sus usos generales.
4. Seleccionar diez de las situaciones más comunes en su vida de las expresadas con frases fijas en que aparezcan DO y MAKE y estructurarlas en oraciones.



UNIDAD XIX



Objetivos generales

Al terminar de estudiar esta Unidad, el alumno:

1. Estructurará oraciones afirmativas, negativas e interrogativas para indicar que una acción o un hecho se ha iniciado en el pasado y ha continuado o se ha repetido hasta el presente, o que acaba de terminar en el presente (PRESENT PERFECT).
2. En los casos en que convenga, hará énfasis en la duración ininterrumpida de las acciones expresadas según el punto anterior (CONTINUOUS PRESENT PERFECT).
3. Estructurará las respuestas breves a las preguntas formuladas según los dos puntos anteriores.
4. Utilizará el verbo GET para indicar movimiento hacia un lugar.
5. Utilizará correctamente, según sus significados las expresiones de GET más preposición o adverbio que se presentan en esta Unidad.
6. Realizará las actividades complementarias de esta Unidad: Pronunciación de los 36 grupos consonánticos finales propuestos, conversación, traducción y lectura de comprensión.
7. Realizará los ejercicios de aplicación libre que se le sugieren.



Introducción

Instrucciones especiales para el manejo de esta Unidad.

SECCION DE PRONUNCIACION.

Considerados por separado, los sonidos que integran los grupos consonánticos finales presentados en esta Unidad, son en general familiares para quien habla español, pero las combinaciones en que aquí aparecen resultan extrañas a nuestra lengua y difíciles de pronunciar. Sin embargo, con atención especial para no omitir ningún sonido, ni intercalar ninguna vocal, y repitiéndolos muchas veces, puede llegar a decirlos bien, aún si no tiene un modelo para imitar.

SECCION DE ESTRUCTURAS.

En esta Unidad sí hay varias estructuras nuevas. Debe observar cuidadosamente cómo se integra cada una de ellas, pero además debe relacionarlas con el tipo de situaciones en que conviene su uso. Así, por ejemplo, si una persona quiere hacer saber a otra que siempre le ha tenido cariño, le dirá: I HAVE ALWAYS LOVED YOU, y si quiere hacer ver a los demás que conoce bien un libro, podrá decir: I HAVE READ THAT BOOK MANY TIMES, o si desea que piensen que es una persona muy trabajadora dirá: I HAVE BEEN WORKING ON THAT PAPER ALL MORNING, etc., Es decir, no basta que aprenda una estructura, sino que es necesario que entienda en qué casos debe aplicarla, debe entender el "para qué" de dicha estructura, como se señala en cada punto de estudio.

Es muy importante que observe que como el verbo BE tiene en sí mismo sentido durativo, no puede usarlo nunca en la estructura especial en que se hace énfasis en la duración.

Debe memorizar hasta el máximo posible los participios irregulares listados en esta Unidad. Para ello repítalos por grupos pequeños una y otra vez, de preferencia no por sí mismos, sino en oraciones breves. También necesitará memorizar las expresiones de tiempo relacionadas con las estructuras de esta Unidad.

SECCION DE VOCABULARIO.

El verbo GET, parcialmente presentado en esta Unidad, es uno de los más ricos en significados en inglés y estos significados dependen del contexto

en que se emplea, por lo cual hay que poner mucha atención a las palabras que acompañan a este verbo y a la posición que el mismo guarda con respecto a ellas. Las frases fijas con GET más preposición o adverbio hay que memorizarlas en bloque con sus significados. Para ello conviene repetirlas una y otra vez, de preferencia dentro de pequeñas oraciones.

El caso del uso de GET IN/GET OUT OF cuando se trata respectivamente de abordar o dejar un vehículo pequeño y el del uso de GET ON/GET OFF cuando se trata de abordar o dejar un vehículo grande, es muy importante y hay que poner especial empeño en distinguir unas formas y otras y utilizarlas correctamente en su caso, especialmente porque en español no existe tal distinción.

Las secciones de conversación, traducción y lectura de comprensión no tienen indicaciones especiales.



Módulo 5

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Reconocerá las expresiones de tiempo que indican duración y las que indican un momento inmediatamente anterior al presente.
2. Reconocerá el sentido durativo de los adverbios de frecuencia. ALWAYS, OFTEN, SOMETIMES, ETC., y los colocará en su posición correcta dentro de las operaciones.
3. Conjugará correctamente, en combinación con la forma HAVE o HAS que corresponda según el sujeto, los participios pasivos (V-ed/-en) de por lo menos los más comunes de los verbos irregulares que se le proponen en esta Unidad y de los verbos regulares ya estudiados en Unidades anteriores.
4. Conjugará correctamente, en combinación con la forma HAVE BEEN o HAS BEEN que corresponda según el sujeto, los participios activos (V-ing) de los verbos estudiados en esta Unidad y en las anteriores.
5. Utilizará el esquema básico de oración afirmativa con la variante verbal que corresponda para expresar acciones o hechos iniciados en el pasado y continuados o repetidos hasta el presente o que acaban de terminar en el presente. Ej. I HAVE SEEN MARY MANY TIMES. Si en estas oraciones V-ed/-en es un copulativo, utilizará un adjetivo o una expresión de tiempo inmediatamente después de él. Ejs. I HAVE BEEN HAPPY HERE, JOE HAS BEEN IN NEW YORK ON TWO OCCASIONS.
6. Distinguirá los casos en que debe indicarse en la duración de una acción iniciada en el pasado y continuada hasta el presente.
7. Dará énfasis a la duración ininterrumpida de las acciones indicadas en el punto 5, utilizando el participio pasado de BE. Ej. HE HAS BEEN LISTENING TO US.
8. Estructurará en forma negativa las oraciones señaladas en los puntos 5 y 7. Ejs. I HAVE NOT SEEN MARY MANY TIMES, HE HAS NOT BEEN LISTENING TO US.

MEMORICE:

Mark: Hey, David! Where have you been? I haven't seen you in a long time.

David: I've been here, doing some research.

Mark: What kind of research?

David: I'm investigating a special plant that seems to cure allergies.

Mark: Are you doing it alone?

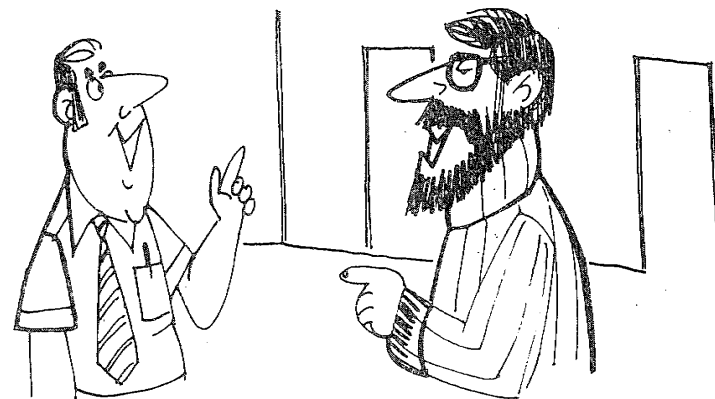
David: No, I'm part of a team. We're working under a government grant.

Mark: Have you had any results so far?

David: No, we haven't. But everything indicates that we will soon.

Mark: I wish you luck, and now I have to say good-bye, Martha is waiting for me.

David: Thank you for your good wishes. Give my best to Martha. Good-bye.



INTONATION PATTERN:

Mark: Hey, David! Where have you been? I haven't seen you in a long time.

David: I've been here, doing some research.

Mark: What kind of research?

David: I'm investigating a special plant that seems to cure allergies.

Mark: Are you doing it alone?

David: No, I'm part of a team. We're working under a government grant.

Mark: Have you had any results so far?



David: No, we haven't. But everything indicates that we will soon.

Mark: I wish you luck, and now I have to say good-bye, Martha is waiting for me.

David: Thank you for your good wishes. Give my best to Martha. Good-bye.

PRONUNCIACION

ALGUNOS GRUPOS CONSONANTICOS FINALES

[mp]	[mps]	[mpt]	[rk]	[rks]	[rkt]
bump	bumps	bumped	bark	barks	barked
dump	dumps	dumped	fork	forks	forked
jump	jumps	jumped	hark	harks	harked
limp	limps	limped	mark	marks	marked
pump	pumps	pumped	park	parks	parked
thump	thumps	thumped	spark	sparks	sparked
[sk]	[sks]	[skt]	[lv]	[lvz]	[lvd]
ask	asks	asked	absolve	absolves	absolved
bask	basks	basked	dissolve	dissolves	dissolved
husk	husks	husked	halve	halves	halved
mask	masks	masked	revolve	revolves	revolved
risk	risks	risked	shelve	shelves	shelved
task	tasks	tasked	solve	solves	solved
[rm]	[rmz]	[rmd]	[rv]	[rvz]	[rvd]
alarm	alarms	alarmed	curve	curves	curved
arm	arms	armed	deserve	deserves	deserved
farm	farms	farmed	nerve	nerves	nerved
harm	harms	harmed	observe	observes	observed
swarm	swarms	swarmed	serve	serves	served
warm	warms	warmed	swerve	swerves	swerved
[kt]	[kts]	[nd]	[ndz]	[nθ]	[nθs]
act	acts	bend	bends	eleventh	elevenths
detect	detects	lend	lends	fourteenth	fourteenths
fact	facts	mend	mends	ninth	ninths

object	objects	send	sends	seventh	sevenths
pact	pacts	tend	tends	sixteenth	sixteenths
sect	sects	wind	winds	tenth	tenths

[pt]	[pts]	[st]	[sts]	[ŋk]	[ŋkt]
accept	accepts	artist	artists	bank	banked
adapt	adapts	cost	costs	crank	cranked
adept	adepts	dentist	dentists	flank	flanked
concept	concepts	nest	nests	link	linked
crypt	crypts	rest	rests	rank	ranked
except	excepts	test	tests	thank	thanked
				wink	winked

[ʃ]	[ʃt]	[tʃ]	[tʃt]	[mpt]	[mpts]
cash	cash	hatch	hatched	attempt	attempts
dash	dashed	match	matched	contempt	contempts
fish	fished	patch	patched	exempt	exempts
push	pushed	scratch	scratched	preempt	preempts
wash	washed	switch	switched	prompt	prompts
wish	wished	touch	touched	tempt	tempts

CASO ESPECIAL:

La terminación -ed de los adjetivos se pronuncia [ɪd], por ejemplo:

blessed ['blɛs-rd]	naked ['nei-krd]	sacred ['sei-krrd]
crooked ['kru:k-rd]	ragged ['ræg-rd]	wicked ['wik-rd]
learned ['lɜ:nd]	rugged ['rʌg-rd]	wretched ['rɛtʃ-rd]



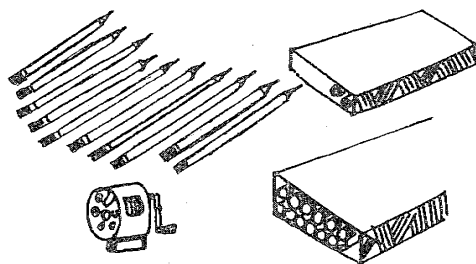
19.1. Para indicar que una acción se ha iniciado en el pasado, y ha continuado hasta el presente, o acaba de terminar en el presente. También para indicar acción repetida en el pasado, para enfatizar duración.

Esquemas Estructurales:

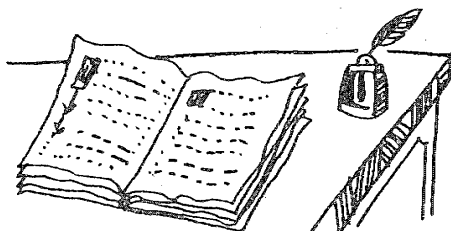
S3s + HAS
Sno3s + HAVE + (FW/JUST) + V-ed/-en + (O) + (C).
BEEN + Adj. [etc.]

S3s + HAS
Sno3s + HAVE + BEEN + V-ing + (O) + (C)

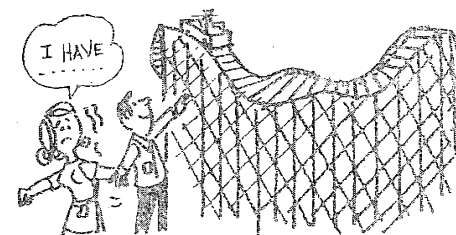
You *have sharpened* ten pencils. Sharpen two more and leave the others for another occasion.



I *have read* this novel many times. It's my favorite one.



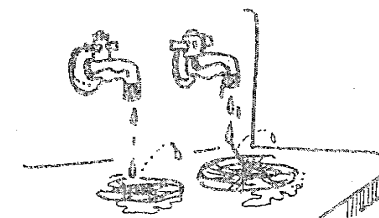
I *have ridden* on the roller coaster only once, and that was enough.



He *has been working* on that report all morning.



Those faucets *have been dripping* for a long time. Please fix them.



OBSERVE

YOU *HAVE SHARPENED* TEN PENCILS. Contracción: *YOU'VE* [yu:v]
I *HAVE READ* THIS NOVEL MANY TIMES. Contracción: *I'VE* [aiv]

Para indicar que una acción se ha iniciado en el pasado y ha continuado hasta el presente, o que se ha repetido en el pasado y queda abierto para repetición futura, es decir, para el llamado en inglés *Present Perfect*, se utilizan las formas HAVE o HAS después del sujeto y en concordancia con él, y en seguida el PARTICIPIO PASADO del verbo que nombra la acción de que se trate. El resto de la oración sigue el orden normal.

I *HAVE RIDDEN* ON THE ROLLER COASTER ONLY ONCE.



A veces, cuando no se tiene interés en precisar el tiempo en que ocurrió una acción o en que se dio un hecho, se usa también HAVE/HAS más PARTICIPIO PASADO.

HE *HAS BEEN WORKING* ON THAT REPORT ALL MORNING.

Contracción: *HE'S* [his]

THOSE FAUCETS *HAVE BEEN DRIPPING* FOR A LONG TIME.

Cuando se quiere hacer énfasis en la duración ininterrumpida o más o menos ininterrumpida de una acción a las formas HAVE/HAS les sigue la palabra BEEN (participio pasado de TO BE) y luego el nombre del verbo con la terminación -ING. El resto de la frase sigue el orden normal. Es importante notar que **NO** se puede usar BE como verbo principal en este esquema estructural, es decir, que no se dice BEEN BEING.

El PARTICIPIO PASADO se forma agregando la terminación -ED a los verbos regulares, según las indicaciones ya dadas para formar el pasado; los participios pasados de verbos irregulares a veces tienen la misma forma del correspondiente pasado, y a veces tienen formas especiales. En seguida damos una lista de los más comunes.

A. Participios iguales al pasado:

	<i>Pasado</i>	<i>Participio</i>
beat	BEAT	BEAT
bend	BENT	BENT
bet	BET	BET
bring	BROUGHT	BROUGHT
broadcast	BROADCAST	BROADCAST**
build	BUILT	BUILT
buy	BOUGHT	BOUGHT
catch	CAUGHT	CAUGHT
cost	COST	COST
cut	CUT	CUT
dream	DREAMT	DREAMT**
feed	FED	FED
feel	FELT	FELT
fight	FOUGHT	FOUGHT
find	FOUND	FOUND

fit
get
hang
have
hear
hit
hold
hurt
keep
knit
lay
lead
leave
lend
let
light
lose
make
mean
meet
pay
put
quit
read
rid
say
seek
sell
send
set
shed
shine
shut
sit
sleep
spend
spread
stand
strike
sweep
teach
tell
think

FIT
GOT
HUNG
HAD
HEARD
HIT
HELD
HURT
KEPT
KNIT
LAID
LED
LEFT
LENT
LET
LIT
LOST
MADE
MEANT
MET
PAID
PUT
QUIT
READ
RID
SAID
SOUGHT
SOLD
SENT
SET
SHED
SHONE
SHUT
SAT
SLEPT
SPENT
SPREAD
STOOD
STRUCK
SWEPT
TAUGHT
TOLD
THOUGHT

FIT**
GOT*
HUNG
HAD
HEARD
HIT
HELD
HURT
KEPT
KNIT**
LAID
LED
LEFT
LENT
LET
LIT**
LOST
MADE
MEANT
MET
PAID
PUT
QUIT
READ
RID**
SAID
SOUGHT
SOLD
SENT
SET
SHED
SHONE
SHUT
SAT
SLEPT
SPENT
SPREAD
STOOD
STRUCK***
SWEPT
TAUGHT
TOLD
THOUGHT



understand	UNDERSTOOD	UNDERSTOOD
wed	WED	WED**
weep	WEPT	WEPT
wet	WET	WET**
win	WON	WON
wind	WOUND	WOUND

B. Participios distintos del pasado

1. Iguales al infinitivo:

	<i>Pasado</i>	<i>Participio</i>
become	BECAME	BECOME
come	CAME	COME
run	RAN	RUN

2. Con cambio de la vocal:

	<i>Pasado</i>	<i>Participio</i>
begin	BEGAN	BEGUN
drink	DRANK	DRUNK
ring	RANG	RUNG
shrink	SHRANK	SHRUNK
sing	SANG	SUNG
sink	SANK	SUNK
swim	SWAM	SWUM

3. Con cambio de la vocal y adquisición de una consonante:

	<i>Pasado</i>	<i>Participio</i>
blow	BLEW	BLOWN
draw	DREW	DRAWN
fly	FLEW	FLOWN
grow	GREW	GROWN
know	KNEW	KNOWN
lie	LAY	LAIN
tear	TORE	TORN
throw	THREW	THROWN
wear	WORE	WORN

4. Con adquisición de una sílaba extra y también con cambio vocálico:

	<i>Pasado</i>	<i>Participio</i>
bite	BIT	BITTEN
break	BROKE	BROKEN
choose	CHOSE	CHOSEN
drive	DROVE	DRIVEN
eat	ATE	EATEN
fall	FELL	FALLEN
forget	FORGOT	FORGOTTEN
forgive	FORGAVE	FORGIVEN
freeze	FROZE	FROZEN
give	GAVE	GIVEN
hide	HID	HIDDEN
ride	RODE	RIDDEN
rise	ROSE	RISEN
see	SAW	SEEN
shake	SHOOK	SHAKEN
speak	SPOKE	SPOKEN
steal	STOLE	STOLEN
take	TOOK	TAKEN
wake	WOKE	WOKEN
weave	WOVE	WOVEN
write	WROTE	WRITTEN

5. Casos especiales

	<i>Pasado</i>	<i>Participio</i>
be	WAS/WERE	BEEN
do	DID	DONE
go	WENT	GONE

VERBOS NO IRREGULARES EN EL PASADO, CON PARTICIPIO IRREGULAR

	<i>Pasado</i>	<i>Participio</i>
prove	PROVED	PROVED or PROVEN
show	SHOWED	SHOWED or SHOWN

* Con otra forma irregular de participio: BEATEN, GOTTEN.

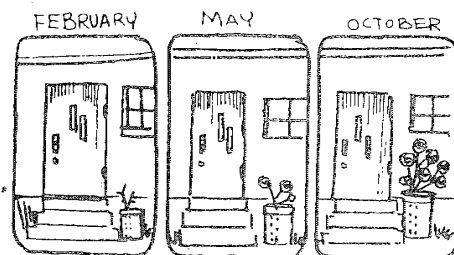
** Con formas regulares de pasado y participio.

*** Cuando significa "AFFLICT" tiene otro participio: STRICKEN.



Algunas expresiones de tiempo que concuerdan con las formas *have/has + participio pasado* y *have/has + been + participio presente* (V-ing).

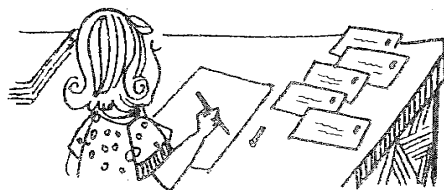
That plant *has been* here
SINCE February. It *has*
been blooming SINCE May.



OBSERVE

SINCE indica el punto de iniciación de un hecho que se prolonga hasta el presente. Este momento de iniciación puede visualizarse en el calendario o en el reloj.

She *has written* five
letters SO FAR.
She *has written* five UP
TO NOW.
She *has written* five
letters UP TO THE PRESENT.



OBSERVE

SO FAR, UP TO NOW, UP TO THE PRESENT indican acción o hechos realizados hasta el momento del habla, pero sin señalar que ya no va a continuar.

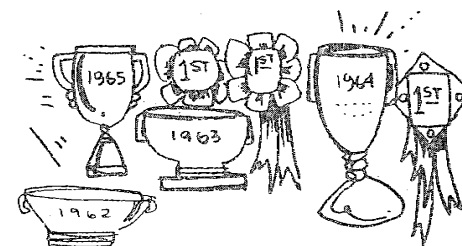
It *has been* raining FOR
SIX HOURS.
It *has been* raining ALL
AFTERNOON.



OBSERVE

La palabra FOR seguida de una expresión que indique cantidad de tiempo y la palabra ALL seguida de una expresión de tiempo, hacen referencia a la duración de una acción o hecho, sin enfatizar su momento de iniciación, que queda implícito, ni señalar el de su terminación.

He *has* REPEATEDLY
won the championship.
He *has obtained* first place
MANY TIMES.



OBSERVE

Las palabras REPEATEDLY, MANY TIMES y otras palabras que indican FRECUENCIA, como ALWAYS, USUALLY, etc., y ORDINARILY, CONTINUALLY, CUSTOMARILY, REGULARLY, OCCASIONALLY señalan repetición, pero no iniciación ni terminación de un hecho o acción.

HE HAS REPEATEDLY WON THE CHAMPIONSHIP.
HE HAS WON THE CHAMPIONSHIP REPEATEDLY.

Las expresiones adverbiales de frecuencia si son de una palabra pueden ir después de las formas HAVE/HAS y antes del PARTICIPIO. Las formas ALWAYS, USUALLY, etc. normalmente ocupan dicha posición.

I *have* JUST finished
making a cake.





OBSERVE

La palabra JUST se refiere al momento de terminación de un hecho o acción como inmediatamente anterior al momento del habla, y siempre va entre las formas HAVE/HAS y el participio.

Con significado también de acción o hecho terminados, pero con matices temporales varios, aunque muy relacionados entre sí están también las expresiones RECENTLY, LATELY, (y su equivalente ULTIMATELY) FINALLY (y su equivalente AT LAST), ALREADY y YET (esta última sólo en oraciones negativas, como se verá en una Unidad posterior.

NOTA: Las construcciones con HAVE/HAS más PARTICIPIO PASADO se pueden utilizar con cualquier expresión de tiempo que englobe el momento del habla: TODAY, THIS MORNING, THIS WEEK, THIS MONTH, THIS YEAR, etc., pero no pueden emplearse cuando la expresión de tiempo indique claramente un pasado concluido: YESTERDAY, LAST NIGHT, LAST WEEK, LAST MONTH, LAST YEAR, etc. ya que dichas construcciones suponen la conexión con el presente.

Los adverbios que indican gradación, como NEARLY, ALMOST, HARDLY, etc., van normalmente entre las formas HAVE/HAS y el PARTICIPIO PASADO; los que indican modalidad, como CAREFULLY, DISTINCTLY, SLOWLY, etc., pueden ir en la posición antes indicada o después de los complementos directo o indirecto. Ejemplo: I HAVE NEARLY FINISHED: I HAVE CAREFULLY CLASSIFIED THE BOOKS, I HAVE CLASSIFIED THE BOOKS CAREFULLY.

19.1.1.A. Indique que las acciones o hechos dados a continuación se inician en el momento indicado entre paréntesis.

1. John and Mary are playing tennis. (since 2 p.m.).

They have been playing tennis since 2 p.m.

2. A Catholic church is here. (since the last century).

A Catholic church has been here since the last century.

3. The boys are discussing the problem. (since this morning).

4. I'm studying. (since 8 a.m.)

5. Mrs. Brown is working with us. (since 1974)

6. He is active. (since the first day)

7. We're practicing now. (since noon).

B. Indique que las acciones o hechos dados a continuación se han realizado hasta el momento indicado entre paréntesis.

1. Mary is cooperating with us. (so far).

2. They are creating difficulties. (up to the present)

3. We are cooking dinner for them. (up to now)

4. Ted believes it. (so far).

5. I'm reading to the patients now. (up to the present).

B. Enfaticé la duración ininterrumpida de las acciones o hechos de la sección B.

1. _____

2. _____

3. _____

4. _____

5. _____

C. Indique que las acciones o hechos dados a continuación han durado por el período de tiempo expresado entre paréntesis.

1. My sister is painting. (for two hours).

2. Mrs. Lee is knitting. (all morning).

3. I'm sweeping the yard. (for twenty minutes)

4. They're losing money. (for two full weeks)

5. The sun is shining. (all day).



- C. Enfátice la duración ininterrumpida de las acciones o hechos de la sección C.

1. _____
2. _____
3. _____
4. _____
5. _____

- D. Indique que las acciones o hechos dados a continuación han ocurrido repetidamente. Utilice las expresiones de frecuencia que aparecen entre paréntesis en su posición intermedia entre have/has y el participio pasado.

1. He's helping me. (always) _____
2. Helen is giving food to us. (regularly). _____
3. They're doing it carefully. (many times). _____
4. We're eating out. (customarily). _____
5. It's flying to Europe. (repeatedly) _____
6. They're choosing a representative. (ordinarily) _____
7. He's coming at 6:00. (usually) _____
8. I'm driving to town. (occasionally) _____
9. William's talking to the President. (often) _____
10. Mrs. Lee's having problems with her neighbors. (continually) _____

- E. Indique que las acciones o hechos dados a continuación han ocurrido en momentos cercanos o inmediatos al del habla (presente). Utilice las expresiones de tiempo que aparecen entre paréntesis.

1. John fell down. (just). _____
2. I talked to your father. (recently) _____
3. You obtained a scholarship. (at last). _____
4. Mark arrived. (already) _____
6. We finished the work. (finally) _____

- 19.1.2. Complete las siguientes oraciones con la forma correcta del verbo entre paréntesis para indicar acción continuada o repetida hasta el presente o acción terminada inmediatamente antes del presente.

1. John _____ the words many times. (copy)
2. We _____ finally _____ the situation. (understand).
3. We _____ sandwiches for everybody. (prepare).
4. Ted _____ his book again. (forget).
5. You _____ an opportunity. (lose).
6. They _____ all the meat already. (freeze)
7. I _____ just _____ Mary. (see)
8. We _____ New Orleans five times. (visit)
9. The Clarks _____ recently _____ from Paris. (return).
10. The children _____ all afternoon. (sing).
11. You _____ always _____ punctual. (be)
12. The baby _____ since eight o'clock. (sleep).
13. I _____ all the songs. (record).
14. We _____ his last speech. (listen to).



15. They _____ with our requirements so far. (comply)

19.1.3. Cambie las siguientes oraciones para hacer énfasis en la duración de las acciones o hechos a que se refieren.

1. John studies Chinese.
John has been studying Chinese.

2. I wear boots.

3. Ted comes early.

4. We listen carefully.

5. They make hats.

6. It rains here.

7. I write poems.

8. You practice sounds.

9. She prepares them.

10. We eat well.

11. Marge plays tennis.

12. You walk to school.

13. I read her letters.

14. We work there.

15. Ann copies those words.

16. It produces noise.

19.1.4. Complete cada oración con la forma del verbo entre paréntesis que mejor corresponda al tiempo indicado en el contexto.

1. Ted _____ the book last week. (finish).

2. I _____ without interruption all afternoon. (work)

3. They _____ the final game now. I hope they win. (play)

4. The sun usually _____ at 5:30 this time of the year. (come up)

5. We _____ a beautiful concert last night. (attend)

6. Helen _____ to a business convention next summer. (go)

7. The students _____ just _____ the words. (copy)

8. They _____ uninterruptedly for two hours. (talk)

9. The patient's health _____ considerably yesterday. (improve)

10. The teacher _____ that in detail tomorrow. (explain)

11. Our company _____ recently _____ an important contract. (sign)

12. The Browns _____ food to the orphanage for two years. (donate)

13. Alice _____ there already. (arrive).

14. I _____ my pen, can you _____ me yours? (lose) (lend)

15. Henry _____ five dozen roses for Louise yesterday. (order).

16. We _____ all the problems so far. (solve)

17. I _____ you that many times. (tell)

18. It _____ since noon. I hope it stops soon. (snow)

19. We _____ all the books and _____ them in their right place. (classify) (put)



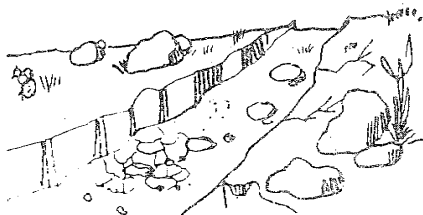
20. You _____ that
suit in your closet for two years and you haven't work it. You should
give it away. (have)

19.2 Para indicar que una acción no se ha realizado o no ha concluido hasta
el momento presente, haciendo énfasis en la duración o sin hacerlo.

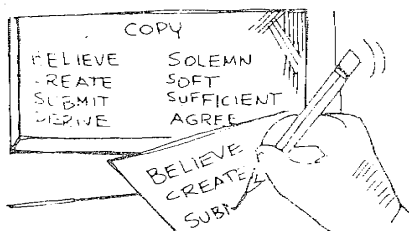
Esquemas Estructurales:

S3s + HAS } + FW neg.
Sno3s + HAVE }
S3s + HAS NOT/HASN'T } + FW aff.
Sno3s + HAVE NOT/HAVEN'T }
S3s + HAS NOT/HASN'T } + BEEN + V-ing + (O) + (C).
Sno3s + HAVE NOT/HAVEN'T }

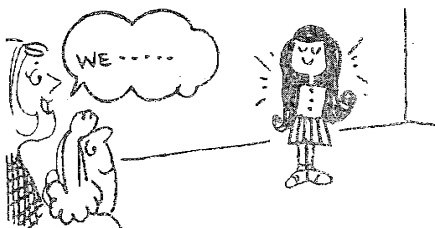
It *has not (hasn't)* rained since
last year.



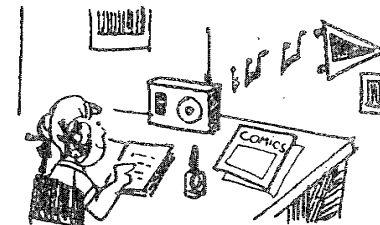
I *have not (haven't)* finished
copying the words



We *have never* cut her hair.



She *has not been studying* all
the time.



OBSERVE

IT *HAS NOT RAINED* SINCE LAST YEAR. Contracción: *HASN'T*.
I *HAVE NOT FINISHED* COPYING THE WORDS. Contracción:
HAVEN'T.
WE *HAVE NEVER CUT* HER HAIR.

Para indicar que una acción no se ha realizado o no ha concluido
hasta el momento presente se inserta la expresión negativa (NOT,
NEVER, RARELY, SELDOM) entre las palabras HAVE/HAS y el
PARTICIPIO PASADO. El resto de la oración es como ya se dijo en el
punto 19.1.

SHE *HAS NOT BEEN STUDYING* ALL THE TIME.

Se puede enfatizar la no duración de un hecho o de una acción
utilizando la palabra NOT entre las formas HAVE/HAS y el PARTI-
CIPIO PASADO DEL VERBO *TO BE* (BEEN). El resto de la oración es
como ya se dijo en el punto 19.1.

19.2.1. Lo que se afirma de *I*, niéguelo de *you*; lo que se afirma de *he*,
niéguelo de *she*, lo que se afirma de *we*, niéguelo de *they*.

1. I have seen Mary.
You have not seen Mary.
2. We have been practicing.
They have not been practicing.
3. He has learned French.
4. We have understood.



5. He has protested.

6. I have decided on the matter.

7. He has arrived

8. I have listened to him.

9. We have begun.

10. He has read it.

11. We have fed the birds.

12. I have brought a coat.

13. We have built a house.

14. He has forgotten that.

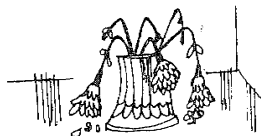
15. We have bought two.

16. I have swept the hall.

17. He has felt sad.

19.2.1. Guiándose por los dibujos complete cada oración indicando si al presente se ha realizado o no la acción del verbo entre paréntesis.

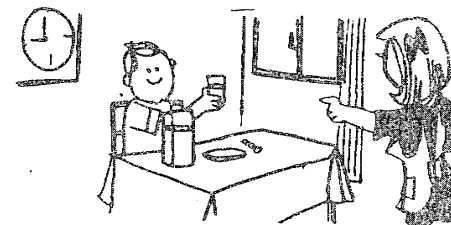
1. Those flowers _____
(WILT)



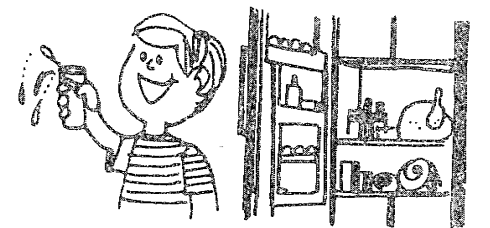
2. The child _____
_____ a shoe.
(LOSE)



3. You _____
_____ your milk.
(DRINK)

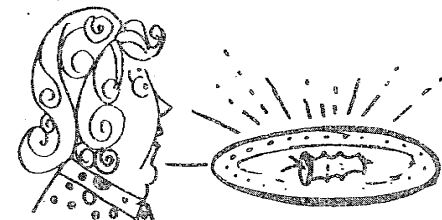


4. The water _____
_____ yet.
(FREEZE)



5. I _____ an apple.

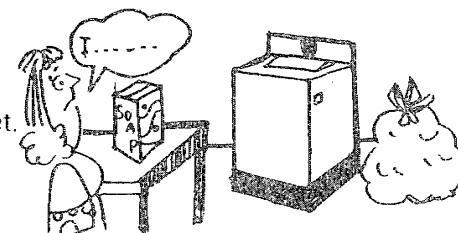
(EAT)



6. You _____ weight.
That dress doesn't fit you now.
(GAIN)

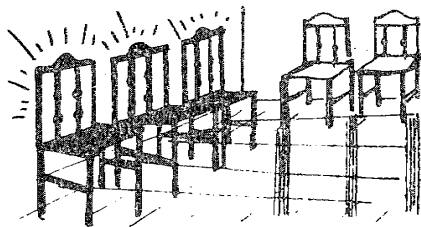


7. I _____
_____ the clothes yet.
(WASH).





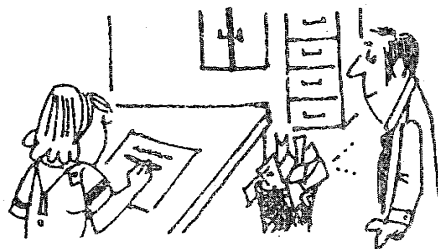
8. They _____
_____ all the
chairs. (PAINT)



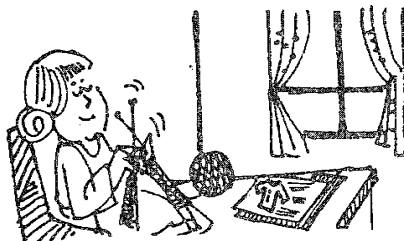
9. She _____
_____ her hair. (COMB)



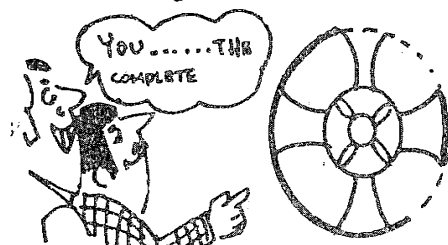
10. You _____
_____ a lot
of paper. (WASTE)



11. Mother _____
_____ knitting
a sweater for Bobby.
(BEGIN)



12. You _____
_____ the complete
figure. (DRAW)



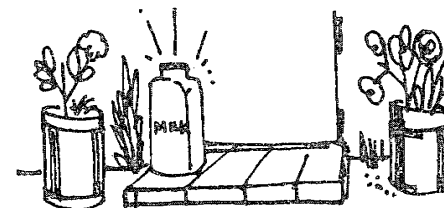
13. Sylvia! You _____
_____ your new dress!
(TEAR)



14. The children _____
_____ their homework.
(DO)



15. The milk _____
_____, but the _____
newspaper _____
today. (COME)





Módulo 6

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Estructurará oraciones para preguntar si una acción o hecho se ha iniciado en el pasado y continuado o repetido hasta el presente o acaba de terminar en el presente, utilizando HAVE o HAS, según corresponda por el sujeto, como AUXILIAR. Ejs. **HAS** HELEN UNDERSTOOD HER LESSONS SO FAR? **HAVE** YOU BEEN HAPPY HERE?
2. Dará énfasis a la duración ininterrumpida de las acciones señaladas en el punto anterior utilizando el participio pasado de Be. Ej. **HAVE THEY BEEN** SWIMMING THERE?
3. Estructurará respuestas breves afirmativas y negativas a las preguntas formuladas según los dos puntos anteriores, Ej. YES, SHE HAS; NO, I HAVEN'T; YES, THEY HAVE.
4. Estructurará oraciones para preguntar un dato específico (complemento o circunstancia) de una acción o hecho de las características indicadas en los puntos 1 y 2, anteponiendo a los esquemas allí descritos los pronombres interrogativos correspondientes. Ej. (1) **WHICH LESSONS** HAS HELEN UNDERSTOOD SO FAR? Ej. (2) **WHERE** HAVE THEY BEEN SWIMMING?
5. Estructurará oraciones para preguntar el sujeto o una especificación del sujeto de una acción o un hecho realizados según lo indicado en los puntos 1 y 2, usando el esquema de oración afirmativa con el pronombre interrogativo correspondiente en el lugar del sujeto. Ej. (1) **WHO** HAS UNDERSTOOD HER LESSONS? Ej. (2) **WHO** HAS BEEN SWIMMING THERE?
6. Utilizará el verbo GET conjugado, en combinación con expresiones de ubicación, para indicar movimiento hacia dicha ubicación. Ej. HE **GOT OUT OF** THE HOUSE.
7. Memorizará con sus significados las combinaciones fijas de GET (conjugado) + Adverbio o Preposición, para utilizarlos como otras tantas frases verbales.



19.3. Para preguntar si una acción o hecho se ha iniciado en el pasado y continuado hasta el presente, o acaba de terminar en el presente, haciendo énfasis en la duración o sin hacerlo. Para responder brevemente.

Esquemas Estructurales:

HAS + S3s
HAVE + Sno3s

EVER
FW aff.

V-ed/-en + (O) + (C)
BEEN + Adj. [etc.]

+

YES, +

Spr. 3s + HAS
Spr. no3s + HAVE

No, +

Spr. 3s + HAS NOT/HASN'T
Spr. no3s + HAVE NOT/HAVEN'T

HAS + S3s
HAVE + Sno3s

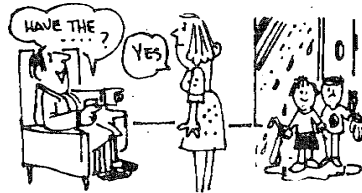
+ BEEN + V-ing + (O) + (C)

+

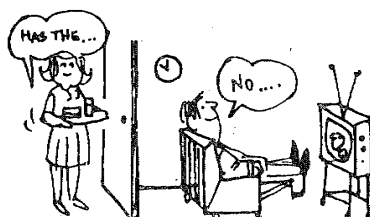
Have you mailed my letter?
No, I haven't
I haven't, I'm sorry.



Have the children been playing in the rain?
Yes, they have.

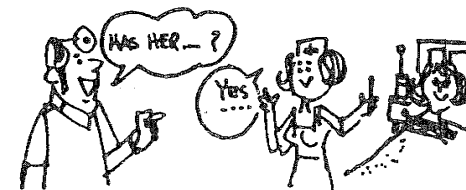


Has the program ended?
No, it hasn't.



Has her fever been going down?

Yes, it has.



OBSERVE

HAVE YOU MAILED MY LETTER.
HAS THE PROGRAM ENDED?

Para preguntar si una acción o un hecho se ha iniciado en el pasado y continuado en el presente, o acaba de terminar en el presente, se utiliza la palabra HAVE en primer término, o HAS si el sujeto es tercera persona singular, luego el sujeto y finalmente el PARTICIPIO PASADO del verbo del cual se trate, con sus complementos, si los tiene.

HAVE THE CHILDREN BEEN PLAYING IN THE RAIN?
HAS HER FEVER BEEN GOING DOWN?

Cuando se quiere indicar duración se utiliza el PARTICIPIO PASADO de TO BE (BEEN) y la forma terminada en -ING del verbo del que se trata (V-ing). Lo demás es como ya se ha explicado.

YES, THEY HAVE.

YES, IT HAS.

Para estructurar la respuesta breve afirmativa se utiliza la palabra YES, seguida de una coma (una pausa al hablar), el pronombre correspondiente al sujeto del cual se trata y finalmente la palabra HAVE o HAS en concordancia con dicho sujeto.

NO, I HAVEN'T.

NO, IT HASN'T.

Para estructurar la respuesta breve negativa se utiliza la palabra NO en primer término y el resto como se dijo para la afirmativa, excepto que al final se agrega la palabra negativa NOT o su contracción N'T.



19.3.1. Complete las respuestas breves. Observe que en la última parte del ejercicio las preguntas no se refieren todas a acción iniciada en el pasado y no terminada, o recién terminada.

1. Have you bought a new car? (singular) Yes, _____
2. Has Vivian understood the questions? Yes, _____
3. Have the boys been running? No, _____
4. Have I made a mistake? No, _____
5. Has the meat frozen? Yes, _____
6. Have you and Ted been absent? No, _____
7. Have we been clear? Yes, _____
8. Has it been raining for a long time? No, _____
9. Have the documents arrived? No, _____
10. Has the result pleased them? Yes, _____
11. Have your parents given you permission? Yes, _____
12. Has the store delivered the merchandise? No, _____
13. Did you break an arm? No, _____
14. Can you and Ann come today? No, _____
15. Has the water boiled? Yes, _____
16. Are the glasses empty? Yes, _____
17. Is Helen visiting her friends? No, _____
18. Should they advertise their product? Yes, _____
19. Have the doctors been operating for four hours? No, _____
20. Does her sister live in Washington, D.C.? No, _____
21. Are you listening to me? (singular) Yes, _____
22. Has Bobby taken the test? Yes, _____
23. Did he try to reduce? Yes, _____
24. Have you been writing poems lately? (plural) No, _____
25. Have I hurt you? No, _____

19.3.2. Ordene las palabras de cada grupo para estructurar correctamente una pregunta.

1. the – have – today – washing – they – done – ?

2. making – all day long – has – been – it – that – ? – noise

3. here – ? – all this time – been – you – have

4. finally – Mary – arrived – from London – ? – has

5. trouble – we – you – caused – ? – have

6. designs – have – ? – seen – new – you – her

7. been – ? – have – my words – convincing

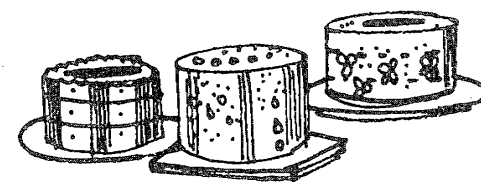
8. fighting – ? – all this time – been – they – have

9. recently – ? – has – Ann – you – visited

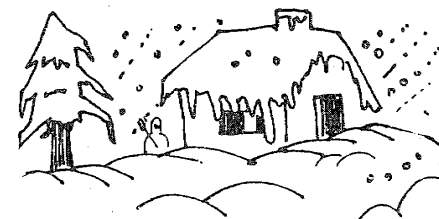
10. satisfactorily – have – ? – working – been – I

19.3.3. Guiándose por los dibujos y utilizando el sujeto y la forma correcta del verbo entre paréntesis, complete cada pregunta para indicar acción continuada hasta el presente o recientemente concluida, haciendo énfasis en la duración donde así se señala. Dé luego las respuestas breves que correspondan.

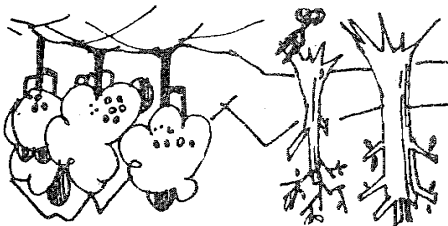
1. (MAKE) (YOUR MOTHER)
_____ three
cakes? _____



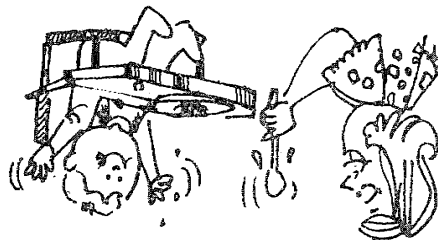
2. (SNOW) (IT) énfasis en la
duración _____ for
long time? _____



3. (PRUNE) (YOU -singular)
all
the trees?



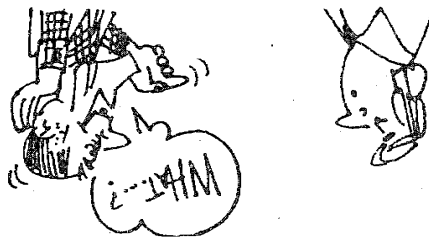
4. (FEED) (SHE)
the
baby?



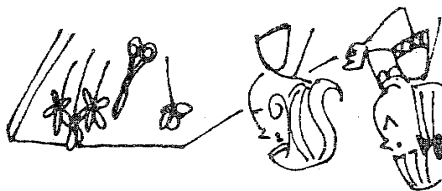
5. (WASH) (THEY) -énfasis
en la duración-
all this time?



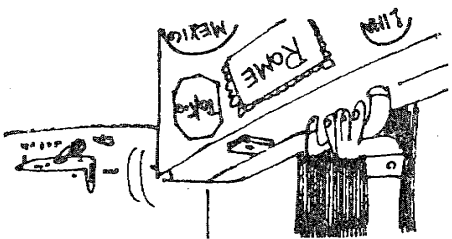
6. (HEAR) (THE OLD
MAN)
question?



7. (CUT) (THE GIRLS)
many flowers?



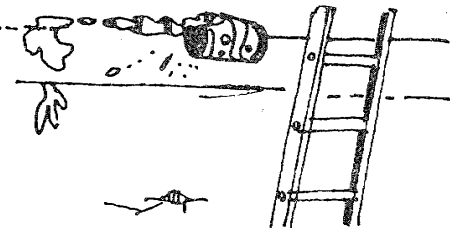
8. (TRAVEL) (MR. KENT)
-énfasis en la duración-
around the world?



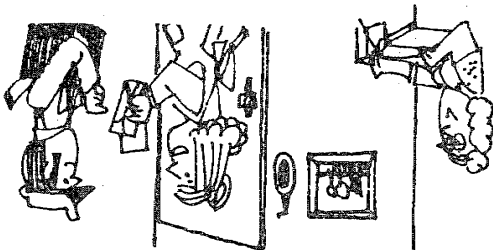
9. (FINISH) (YOU)
your
dress?



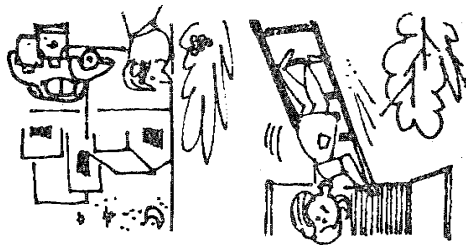
10. (SPILL) (THE PAINT)
on the floor?



11. (BRING) (THE MAILMAN)
the mail?



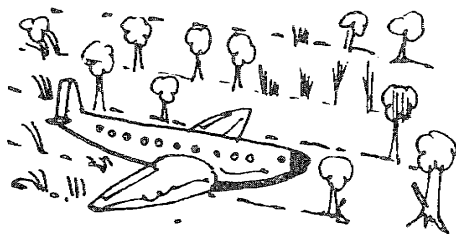
12. (GET) (THEY)
married?





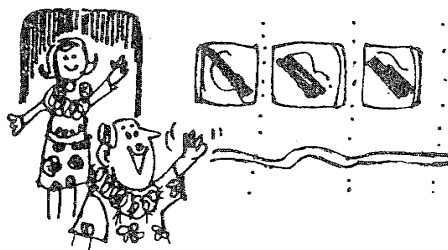
13. (LAND) (THE PLANE)

_____ at the airport?



14. (ARRIVE) (THE CLARKS)

_____ from Hawaii?



15. (BEGIN) (YOU)

_____ a new
painting? _____



19.4. Para pedir un dato específico sobre una acción o hecho iniciado en el pasado y continuado hasta el presente o que acaba de terminar en el presente, haciendo énfasis en la duración o sin hacerlo.

Esquemas Estructurales:

qwS + HAS
qwSp + (N) + HAS/HAVE

$$\left[\begin{array}{l} \text{FW aff./JUST} + \left[\begin{array}{l} \text{V-ed/-en} + (O) + (C) \\ \text{BEEN} + \text{Adj [etc.]} \end{array} \right] + ? \\ \text{BEEN} + \text{V-ing} + (O) + (C) \end{array} \right] + ?$$

qwSp + (N)

$$\left[\begin{array}{l} \text{HAS} + \text{S3s} \\ \text{HAVE} + \text{Sno3s} \end{array} \right] + \left[\begin{array}{l} \text{FW aff./JUST} + \left[\begin{array}{l} \text{V-ed/-en} + (O) + (C) \\ \text{BEEN} + \text{Adj. [etc.]} \end{array} \right] + ? \\ \text{BEEN} + \text{V-ing} + (O) + (C) \end{array} \right] + ?$$

qwOC

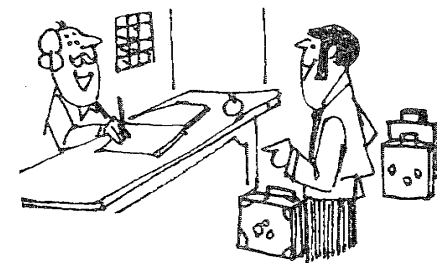
How many suitcases have you brought?

How many have you brought?

Three.

I've brought three suitcases.

I've brought three.



What has she broken?

A glass.

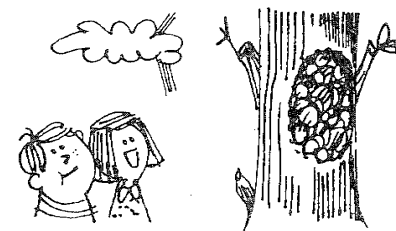
She's broken a glass.



Where has the squirrel been hiding its nuts?

In that tree.

It's been hiding them in that tree.



Who has left those muddy tracks on the floor?

Johnny.

Johnny has left them.





OBSERVE

HOW MANY HAVE YOU BROUGHT?

WHAT HAS SHE BROKEN?

WHERE HAS THE SQUIRREL BEEN HIDING ITS NUTS?

Cuando se quiere pedir un dato específico del complemento de una acción o hecho iniciado en el pasado o recién concluido, con énfasis en la duración o no, se antepone la palabra interrogativa correspondiente al dato deseado a la pregunta como se ha descrito en el punto 19.3

HOW MANY SUITCASES HAVE YOU BROUGHT?

En el caso de las formas interrogativas HOW MANY, HOW MUCH, WHOSE, WHICH y WHAT (cuando pide especificación), a dichas formas puede seguir el sustantivo al que se refieren, que entonces va antes de HAVE o HAS.

WHO HAS LEFT THOSE MUDDY TRACKS ON THE FLOOR?

Cuando se pregunta por el sujeto y no por un dato del complemento, se inicia la oración con la palabra interrogativa WHO (WHAT si no se trata de persona o ser personificado), le sigue la palabra HAS y luego el PARTICIPIO PASADO del verbo del que se trate.

19.4.1. Estructure una pregunta con cada grupo de palabras.

1. cars – been – they – how many – producing – lately – have – ?

2. Helen – where – ? – been – has

3. just – have – what – said – they – ?

4. brought – Mary and John – have – ? – what

5. the papers – left – where – you – have – ?

6. in the past – coming – ? – how – the boys – been – have

7. have – books – the students – borrowed – which – ?

8. the company – using – has – ? – paper – how much – been

9. today – had – what – the children – ? – have – for lunch

10. their – decorated – has – house – who – ?

11. to – have – the information – passing – whom – they – been – ?

12. tiles – which – become – have – discolored – ?

13. have – here – these – been – how long – ? – boxes

14. the explosion – caused – has – ? – what



15. week — how far — traveled — your — this — friends — have — ?

19.4.2. Guiándose por la respuesta, complete la pregunta. Utilice el sujeto y el verbo entre paréntesis. Se trata de indicar acción iniciada en el pasado y continuada o recién terminada en el presente.

1. _____ for Helen? (buy) (you)
A record player.

2. _____ its bone?
(hide) (the dog)
In the garden.

3. _____ just
_____? (car) (arrive)
Mary's.

4. _____ for dessert?
(you) (makes).
A lemon pie.

5. _____ Louise? (escort)
Bob Smith.

6. _____ my keys?
(leave) (I).
On top of the dresser.

7. _____? (come)
(you)
By plane.

8. _____ money _____
this year? (lose) (we)
Two thousand pesos.

9. _____ of the plan?
(convince) (they)
Nobody.

10. _____ the flowers?
(order) (Bill)
At May's Florists.

11. _____ (break) (she)
An old vase.

12. _____ the interference?
(cause)
A radio signal

13. _____ French?
(study) (they)
In Paris.

14. _____ drawings _____
(finish) (You).
Five.

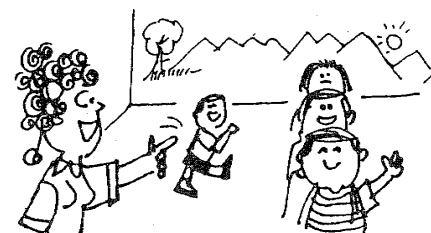
15. _____ house _____?
(rent) (they)
The big one.

SECCION DE VOCABULARIO

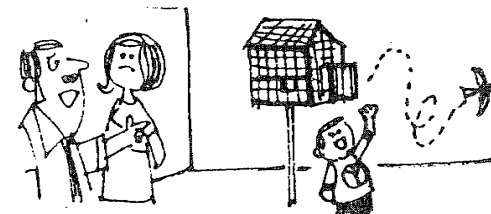
19. Voc. A.

I. **GET** con expresiones de ubicación.

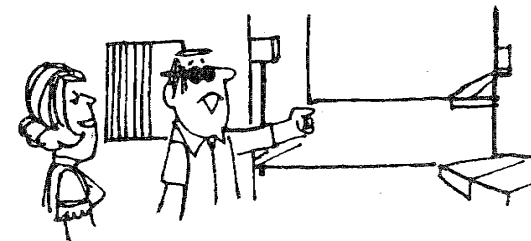
Please **get in line**.



Bobby opened the cage and the bird **got out**.

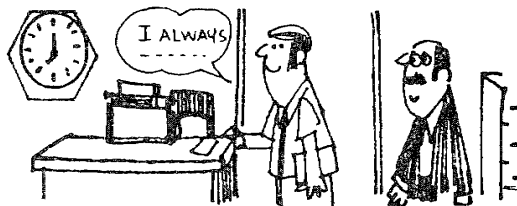


Can you help me **get across** the street?

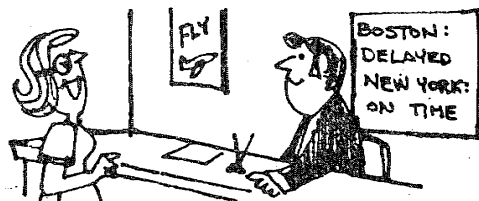




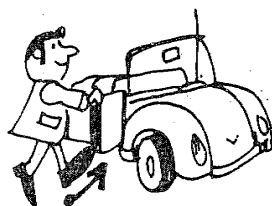
I always *get here* at seven.



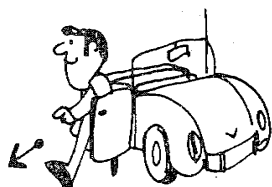
Will the plane *get to* New York on time?
Yes, it will.



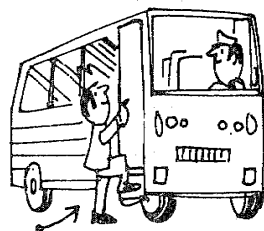
Bob is *getting in* his car.



Bill is *getting out of* his car.



Jack is *getting on* the bus.



Joe is *getting off* the bus.



OBSERVE

PLEASE *GET IN LINE*.
THE BIRD *GOT OUT*.
I ALWAYS *GET HERE* AT SEVEN.

El verbo GET seguido de una palabra que indique ubicación o colocación señala movimiento hacia esa ubicación o colocación.

WILL THE PLANE *GET TO NEW YORK* ON TIME?

Cuando la palabra que señala ubicación es el nombre de un lugar, éste va precedido por la preposición TO, excepto en los casos en que se trate de los sustantivos HOME y DOWNTOWN o de los adverbios HERE y THERE.

Ej. I'LL GET HOME AT 9:00, PLEASE GET HERE IMMEDIATELY.

El artículo THE aparece antes del nombre del lugar, cuando éste lo admite. Ejemplo: WE DIDN'T GET TO THE STORE ON TIME. En esta estructura GET equivale a ARRIVE.

BOB IS *GETTING IN* HIS CAR.
JACK IS *GETTING ON* THE BUS.

Se utiliza la combinación GET IN para indicar que se aborda un automóvil u otro vehículo más o menos pequeño, y GET ON cuando se trata de un vehículo grande, generalmente de transporte público: autobús, tren, barco, avión, etc.

BILL IS *GETTING OUT OF* HIS CAR.
JOE IS *GETTING OFF* THE BUS.

Cuando se quiere indicar que se sale del vehículo pequeño o se baja del vehículo grande, se usan GET OUT OF y GET OFF respectivamente.



B. Algunos casos de significado especial con GET más preposición o adverbio de lugar.

GET AHEAD – ADVANCE TO FRONT POSITION. He's *getting ahead* in the business world.

GET ALONG –

MANAGE. I *get along* on a limited amount of money.

PROGRESS. They are *getting along* splendidly at their new job.

BE CONGENIAL, ADJUST. Betty *doesn't get along* at all with her in-laws.

GET AWAY – ESCAPE. The prisoner *got away*.

LEAVE (an unpleasant situation). She *got away* from the noisy place.

GET BACK* – RETURN TO OR FROM A PLACE. We *got back* from Europe last month.

GET IN THE WAY – GET IN ONE'S WAY – OBSTRUCT, ANNOY. That foolish man is always *getting in* my way.

GET IN TOUCH WITH – COMMUNICATE WITH. Please *get in touch with* our office in New York.

GET OVER* – RECOVER FROM. Mr. Brown *got over* his illness.

GET THROUGH (WITH) – FINISH. We *got through with* the work exactly at 8 o'clock.

GET TOGETHER – GATHER, UNITE. They finally *got together* after three years of separation.

GET UP* – STAND UP, RISE. My mother always *gets up* at dawn.

* Si tienen complemento directo, el significado se altera.

GET X BACK – RECEIVE SOMETHING ORIGINALLY IN ONE'S POSSESSION.

I *got my photo back* today.

GET X OVER WITH – FINISH. We had a lot of work. We *got it over with* at midnight.

GET X UP – AWAKE, MAKE ARISE. They always *get the boys up* before 5. a.m.

ORGANIZE, ARRANGE. They *got everything up* in a hurry.

19. Voc. A-B.1. Complete las oraciones con la forma adecuada de GET y la preposición que convenga según el contexto.

1. At what time _____ the train usually _____ Madrid?

2. I have to _____ this bus at the next corner, and take another bus to my office.
3. The children are coming home soon. They _____ school at five p.m.
4. The policemen guarded the prisoner carefully, but he _____
5. When will you return? I'll _____ next Sunday.
6. We have to _____ Mr. Brown. He can inform us of the situation.
7. He works hard and efficiently. He will _____ in that company.
8. You can _____ the river a short distance from here, there's a bridge there.
9. We won't _____ Chicago until after midnight. We are about three hundred miles from Chicago at this point.
10. He doesn't _____ the new manager and he is going to resign.
11. He's always _____ and ruining my projects.
12. _____ the children _____, we have to start our trip immediately after breakfast.
13. Mary had a serious case of pneumonia, but she _____ it quickly.
14. _____ bed, it's time to sleep.
15. Let's _____ the shade of that tree and rest a few minutes. We'll continue after our rest.
16. _____ the car, I'll drive you to the airport.
17. He must be _____ home now. After three years of absence, his wife and children will be happy to see him home at last.
18. Mrs. Brown _____ the train one minute before it left. Fortunately, her luggage was already on board.
19. We didn't finish at seven, we _____ at nine.
20. The doctor _____ his car in a hurry and ran to the house.

SECCION DE TRADUCCION

Ejemplos para observar:

1. This material is for my wedding dress.
Esta tela es para mi traje (vestido) de novia.



2. The ball got under the table.
La pelota se metió bajo la mesa.
3. What is the weather like? — It's cold.
¿Cómo está el tiempo? — Está frío.
4. What's that? — It's a key ring.
¿Qué es eso? — Es un llavero.
5. Did they get to Hong Kong on time?
¿Llegaron a tiempo a Hong Kong?
6. Lemons are sour.
Los limones son ácidos.
7. Have you been in Spain lately?
¿Has estado en España últimamente?
8. It's ten miles from here to my house.
Son (hay) diez millas de aquí a mi casa.
9. I could do the work for them tomorrow.
Podría hacerles el trabajo mañana.
10. They left in a hurry.
Partieron de prisa.

19. Trad. I. Traduzca.

1. Everything was silent. All of a sudden we heard a loud noise.

2. Will you be able to come tomorrow?

3. Did Mary get through with her work?

4. Has the winter been mild?

5. I love mountains.

6. The spider is getting behind the picture.

7. Did you bring the new cushions for the sofa?

8. What is your coffee like? — It's delicious.

9. What are those? — They're can openers.

10. It's two blocks to the park.

LECTURA DE COMPRENSION

Lea cuidadosamente la siguiente biografía y conteste las preguntas que se le hacen a continuación.

WILLIAM PENN, AN ADVOCATE OF PEACEFUL COEXISTENCE

No man can be defined simply, and William Penn is no exception. An aristocrat by birth, he could, nevertheless, visualize democracy and fight for it; paternalistic at heart, he tried to make all men stand on their own; capable of going to prison for not taking off his hat to a king, he would accept to endorse a royal declaration of religious tolerance which did not consider fundamental right, but left things at royal pleasure. The balance, however, is favorable to this man who thought it was possible for men of different creeds and ideals to live in peace and mutual respect.

William Penn was born in Tower Hill, London, on October 14, 1644, the son of Captain William, who was to become Admiral Sir William Penn and of Margaret Jasper van der Schuren. He received the strong influence of Puritanism in his childhood, especially at school, but later was converted to Quakerism. His religious and social ideas cost him first his expulsion from Oxford and later his imprisonment. He always fought for freedom in things relating to conscience and for religious tolerance, in a country torn by religious fights.

He never obtained a formal academic degree, but he received good foundations of humanism, theology and law at Oxford first, until he was expelled, then at the protestant University of Saumur, in Anjou, France, and finally at Lincoln's Inn in London. He later denounced English universities as "signal places for idleness, looseness, profanity, prodigality and gross ignorance."

When his father died, in 1670, he inherited not only his possessions, but also his good standing in court, and for a good number of years participated actively in politics, which was not totally approved of by the Society of Friends (Quakers). He became interested in the Quaker Colony in West New Jersey, and acquired political responsibilities there. Then, to cancel an old debt to Admiral Penn, King Charles II gave William Penn a huge tract of land in the Colonies (named Pennsylvania afterwards in honor of Sir William). There William Penn tried to found a government and a society based on the Sermon on the Mount. He said he wanted to establish his governmental authority in such a way as to leave himself and his successors "no power of doing mischief, so that the will of one man may not hinder the good of a whole



country." He believed that any government is free if "the laws rule, and the people are a party to those laws" and this he tried to establish in his Pennsylvania. Because he was conscious that no constitution is perfect, he had the wisdom to include an amending clause, the first in any document of this type, in his frame of government for Pennsylvania. He held councils with the Indians so that the transference of land was made peacefully, and always had a satisfactory relationship with them.

William Penn wrote many articles and tracts and books. He wrote the book *No Cross, No Crown*, probably his best book, while imprisoned at the Tower of London, in 1669. In it he condemns the defects of the England of his time: pride, worldliness, avarice, luxury, and he also clamors for social justice. In 1693 he wrote *An Essay Towards the Present and Future Peace of Europe*, in which he proposed the creation of an organization to prevent war by the arbitration of disputes (which had been the rôle played by Popes on many occasions), and in a way he was preparing something like the United Nations. Along this line, in 1696 he drafted a plan for the union of the American Colonies, a forerunner of the Articles of Confederation and of the Federal Constitution of 1787. His activity as a writer included many more things, but these are some of the most interesting and important.

In 1712 William Penn suffered a stroke which left him paralyzed, and six years later he died at Rosecombe in the County of Berkshire, and was buried at the Quaker Cemetery of Burkinghamshire.

Questions:

1. What did William Penn think it was possible for men of different creeds and ideals to do?

2. Who were William Penn's parents?

3. What strong influence did William Penn receive in his childhood?

4. To what was he later converted?

5. What did his religious and social ideas cost him first?

6. What protestant university did he attend in France?

7. What did King Charles II give William Penn to cancel an old debt?

8. On what did he try to base the government and the society of Pennsylvania?

9. What did he believe in relation to the freedom of a government?

10. What did he have the wisdom to include in his constitution for Pennsylvania?

11. Which is probably his best book?

12. What did he propose in his *Essay Towards the Present and Future Peace of Europe*?

13. What happened to him in 1712?

14. Where did he die, and where was he buried?



Respuesta a los ejercicios

Módulo 5

19.1.1.A''

1. John and Mary are playing tennis. (since 2 p.m.)
They have been playing tennis since 2 p.m. (They've...)
2. A Catholic church is here. (since the last century).
A Catholic church has been here since the last century.
3. They boys are discussing the problem. (since this morning).
The boys have been discussing the problem since this morning.
4. I'm studying. (since 8 a.m.)
I have been studying since 8 a.m. (I've...)
5. Mrs. Brown is working with us. (since 1974)
Mrs. Brown has been working with us since 1974. (Mrs. Brown's...)
6. He is active. (since the first day)
He has been active since the first day. (He's...)
7. We're practicing now. (since noon)
We have been practicing since noon. (We've...)

B'

1. Mary is cooperating with us. (so far)
Mary has cooperated with us so far. (Mary's...)
2. They are creating difficulties. (up to the present).
They have created difficulties up to the present. (They've...)
3. We are cooking dinner for them. (up to now).
We have cooked dinner for them up to now. (We've...)
4. Ted believes it. (so far).
Ted has believed it so far. (Ted's...)

5. I'm reading to the patients now. (up to the present).
I have read to the patients up to the present. (I've...)

B''

1. Mary has been cooperating with us so far. (Mary's...)
2. They have been creating difficulties up to the present. (They've...)
3. We have been cooking dinner for them up to now. (We've...)
4. Ted has believed it so far. (no hay cambio porque *believe* implica ya permanencia).
5. I have been reading to the patients up to the present. (I've...)

C'

1. My sister is painting. (for two hours).
My sister has painted for two hours.
2. Mrs. Lee is knitting. (all morning).
Mrs. Lee has knit(ted) all morning.
3. I'm sweeping the yard. (for twenty minutes).
I have swept the yard for twenty minutes. (I've...)
4. They're losing money. (for two full weeks).
They have lost money for two full weeks.
They have lost money for two full weeks. (They've...)
5. The sun is shining. (all day).
The sun has shone all day. (The sun's...)

C''

1. My sister has been painting for two hours.
2. Mrs. Lee has been knitting all morning.
3. I have been sweeping the yard for twenty minutes. (I've...)
4. They have been losing money for two full weeks. (They've...)
5. The sun has been shining all day.

D.

1. He's helping me. (always) He has always helped me. (He's...)
2. Helen is giving food to us. (Regularly) Helen has regularly given food to us. (Helen's...)
3. They're doing it carefully. (Many times) They have done it carefully many times. (They've...)
4. We're eating out. (customarily) We have customarily eaten out. (We've... customarily)
5. It's flying to Europe. (repeatedly) It has repeatedly flown to Europe. (It's... repeatedly)
6. They're choosing a representative. (ordinarily) They have ordinarily chosen a representative. (They've... ordinarily).



7. He's coming at 6:00. (usually) He has usually come at 6:00. (He's...)
8. I'm driving to town. (occasionally) I have occasionally driven to town. (I've... occasionally)
9. William is talking to the president. (often) William has often talked to the president. (William's...)
10. Mrs. Lee's having problems with her neighbors. (continually) Mrs. Lee has continually had problems with her neighbors. (Mrs. Lee's... continually)

E.

1. John fell down. (just) John has just fallen down. (John's...)
2. I talked to your father. (recently) I have recently talked to your father. (I've talked... recently)
3. You obtained a scholarship. (at last) You have obtained a scholarship at last. (You've at last...)
4. Mark arrived. (already) Mark has already arrived. (Mark's arrived already)
5. We finished the work. (finally) We have finally finished the work. (We've... finally)

19.1.2.

1. John has copied the words many times. (copy)
2. We have finally understood the situation. (understand)
3. We have prepared sandwiches for everybody. (prepare)
4. Ted has forgotten his book again. (forget)
5. You have lost an opportunity. (lose)
6. They have frozen all the meat already. (freeze)
7. I have just seen Mary. (see)
8. We have visited New Orleans five times. (visit)
9. The Clarks have recently returned from Paris. (return)
10. The children have sung all afternoon. (sing)
11. You have always been punctual. (be)
12. The baby has slept since eight o'clock. (sleep)
13. I have recorded all the songs. (record)
14. We have listened to his last speech. (listen to)
15. They have complied with our requirements so far (comply)

19.1.3.

1. John studies Chinese. John has been studying Chinese.
2. I wear boots. I've been wearing boots.
3. Ted comes early. Ted has been coming early.
4. We listen carefully. We've been listening carefully.
5. They make hats. They've been making hats.

6. It rains here. It has been raining here.
7. I write poems. I've been writing poems.
8. You practice sounds. You've been practicing sounds.
9. She prepares them. She's been preparing them.
10. We eat well. We've been eating well.
11. Marge plays tennis. Marge has been playing tennis.
12. You walk to school. You've been walking to school.
13. I read her letters. I've been reading her letters.
14. We work there. We've been working there.
15. Ann copies those words. Ann has been copying those words.
16. It produces noise. It has been producing noise.

19.1.4.

1. Ted finished the book last week. (finish).
2. I have been working without interruption all afternoon. (work) (I've worked...)
3. They are playing the final game now. I hope they win. (play).
4. The sun usually comes up at 5:30 this time of the year. (come up).
5. We attended a beautiful concert last night. (attend).
6. Helen is going to go (will go) (is going) to a business convention next summer. (go).
7. The students have just copied the words. (copy).
8. They have been talking uninterruptedly for two hours. (talk) (They've talked...).
9. The patient's health improved considerably yesterday. (improve).
10. The teacher is going to explain (will explain) that in detail tomorrow. (explain).
11. Our company has recently signed an important contract. (sign).
12. The Browns have donated food to the orphanage for two years. (donate) (The Browns have been donating).
13. Alice has arrived there already. (arrive).
14. I have lost (lost) my pen, can you lend me yours? (lose) (lend).
15. Henry ordered five dozen roses for Louise yesterday. (order).
16. We have solved all the problems so far. (solve).
17. I have told you that many times. (tell) (I told you that many times.).
18. It has been snowing since noon. I hope it stops soon. (snow)..
19. We have classified (We classified) all the books and have put (put) them in their right place. (classify) (put).
20. You have had that suit in your closet for two years and you haven't worn it. You should give it away. (have).

19.2.1.

1. I have seen Mary.
You have not seen Mary.



2. We have been practicing.
They have not been practicing. (They haven't...)
3. He has learned French.
She has not learned French. (She hasn't...)
4. We have understood.
They have not understood. (They haven't...)
5. He has protested.
She has not protested. (She hasn't...)
6. I have decided on the matter.
You have not decided on the matter. (You haven't...)
7. He has arrived.
She has not arrived. (She hasn't...)
8. I have listened to him.
You have not listened to him. (You haven't...)
9. We have begun.
They have not begun. (They haven't...)
10. He has read it.
She has not read it. (She hasn't...)
11. We have fed the birds.
They have not fed the birds. (They haven't...)
12. I have brought a coat.
You have not brought a coat. (You haven't...)
13. We have built a house.
They have not built a house. (They haven't...)
14. He has forgotten that.
She has not forgotten that. (She hasn't...)
15. We have bought two.
They have not bought two. (They haven't...)
16. I have swept the hall.
You have not swept the hall. (You haven't...)
17. He has felt sad.
She has not felt sad. (She hasn't...)

19.1-2.1.

1. Those flowers have wilted. (wilt)
2. The child has lost a shoe. (lose).
3. You have not drunk your milk. (drink).
4. The water has not frozen yet. (freeze).
5. I have eaten an apple. (eat).
6. You have gained weight. That dress doesn't fit you now. (gain).
7. I have not washed the clothes yet. (wash).

8. They have not painted all the chairs. (paint)
9. She has not combed her hair. (comb).
10. You have wasted a lot of paper. (waste).
11. Mother has begun knitting a sweater for Bobby. (begin).
12. You have not drawn the complete figure. (draw).
13. Sylvia! You have torn your new dress! (tear).
14. The children have not done their homework. (do).
15. The milk has come, but the newspaper has not come today. (come).

Módulo 6

19.3.1.

1. Have you bought a new car? (sing)
Yes, I have.
2. Has Vivian understood the questions?
Yes, she has.
3. Have the boys been running?
No, they haven't.
4. Have I made a mistake?
No, you haven't.
5. Has the meat frozen?
Yes, it has.
6. Have you and Ted been absent?
No, we haven't.
7. Have we been clear?
Yes, you have.
8. Has it been raining for a long time?
No, it hasn't.
9. Have the documents arrived?
No, they haven't.
10. Has the result pleased them?
Yes, it has.
11. Have your parents given you permission?
Yes, they have.
12. Has the store delivered the merchandise?
No, it hasn't.
13. Did you break an arm?
No, I didn't.



14. Can you and Ann come today?
No, we can't.
15. Has the water boiled?
Yes, it has.
16. Are the glasses empty?
Yes, they are.
17. Is Helen visiting her friends?
No, she isn't.
18. Should they advertise their product?
Yes, they should.
19. Have the doctors been operating for four hours?
No, they haven't.
20. Does her sister live in Washington, D.C.?
No, she doesn't.
21. Are you listening to me? (sing)
Yes, I am.
22. Has Bobby taken the test?
Yes, he has.
23. Did he try to reduce?
Yes, he did.
24. Have you been writing poems lately? (plural)
No, we haven't.
25. Have I hurt you?
No, you haven't.

19.3.2.

1. the — have — today — washing — they — done — ? —
Have they done the washing today?
2. making — all day long — has — been — it-that — ? noise.
Has it been making that noise all day long?
3. here — ? — all this time — been — you — have.
Have you been here all this time?
4. finally — Mary — arrived — from London — ? — has.
Has Mary finally arrived from London?
5. a problem — we — you — caused — ? have.
Have we caused you a problem?
6. designs — have — ? — seen — new — you — her.
Have you seen her new designs?
7. been — ? — have — my words — convincing.
Have my words been convincing?
8. fighting — ? — all this time — been — they — have.
Have they been fighting all this time?

9. recently — ? — has — Ann — you — visited.
Has Ann visited you recently?
10. satisfactorily — have — ? — working — been — I.
Have I been working satisfactorily?

19.3.3.

1. (make) (your mother).
Has your mother made three cakes? Yes, she has.
2. (snow) (it) —énfasis en la duración—
Has it been snowing for a long time? Yes, it has.
3. (prune) (you — singular)
Have you pruned all the trees? No, I haven't.
4. (feed) (she)
Has she fed the baby? Yes, she has.
5. (wash) (they) —énfasis en la duración—
Have they been washing all this time? Yes, they have.
6. (hear) (the old man)
Has the old man heard the questions? No, he hasn't.
7. (cut) (the girls).
Have the girls cut many flowers? No, they haven't.
8. (travel) (Mr. Kent) —énfasis en la duración—
Has Mr. Kent been traveling around the world? Yes, he has.
9. (finish) (you)
Have you finished your dress? No, I haven't.
10. (spill) (the paint)
Has the paint spilled (spilt) on the floor? Yes, it has.
11. (bring) (the mailman).
Has the mailman brought the mail? Yes, he has.
12. (get) (they)
Have they got married? No, they haven't.
13. (land) (the plane)
Has the plane landed at the airport? No, it hasn't.
14. (arrive) (the Clarks)
Have the Clarks arrived from Hawaii? Yes, they have.
15. (begin) (you)
Have you begun a new painting? Yes, I have.

19.4.1.

1. cars — been — they — how many — producing — lately — have — ?
How many cars have they been producing lately?
2. Helen — where — ? — been has.
Where has Helen been?



3. just — have — what — said — they — ?
What have they just said?
4. brought — Mary and John — have — ? — what.
What have Mary and John brought?
5. the papers — left — where — you — have — ?
Where have you left the papers?
6. in the past — coming — ? — how — the boys — been — have.
How have the boys been coming in the past?
7. have — books — the students — borrowed — which — ?
Which books have the students borrowed?
8. the company — using — has — ? — paper — how much — been.
How much paper has the company been using?
9. today — had — what — the children — ? — have — for lunch.
What have the children had for lunch today?
10. their — decorated — has — house — who — ?
Who has decorated their house?
11. to — have — the information — passing — whom — they — been — ?
To whom have they been passing the information? (Whom... to?)
12. tiles — which — become — have — discolored — ?
Which tiles have become discolored?
13. have — here — these — been — how long — ? — boxes.
How long have these boxes been here?
14. the explosion — caused — has — ? — what.
What has caused the explosion?
15. week — how far — traveled — your — this — friends — have — ?
How far have your friends traveled this week?

19.4.2.

1. What have you bought for Helen? (buy) (you)
A record player.
2. Where has the dog hidden its bone? (hide) (the dog)
In the garden.
3. Whose car has just arrived? (car) (arrive)
Mary's.
4. What have you made for dessert? (you) (make)
A lemon pie.
5. Who has escorted Louise? (escort)
Bob Smith.
6. Where have I left my keys? (leave) (I)
On top of the dresser.
7. How have you come? (come) (you)
By plane.

8. How much money have we lost this year? (lose) (we)
Two thousand pesos.
 9. Whom have they convinced of the plan? (convince) (they)
Nobody.
 10. Where has Bill ordered the flowers? (order) (Bill)
At May's Florists.
 11. What has she broken? (break) (she)
An old vase.
 12. What has caused the interference? (cause)
A radio signal.
 13. Where have they studied French? (study) (they)
In Paris.
 14. How many drawings have you finished? (finish) (you)
Five.
 15. Which house have they rented? (rent) (they)
The big one.
19. Voc. A-B.1.
1. At what time does the train usually get to Madrid?
 2. I have to get off this bus at the next corner, and take another bus to my office.
 3. The children are coming home soon. They get out of school at five p.m.
 4. The policemen guarded the prisoner carefully, but he got away.
 5. When will you return? I'll get back next Sunday.
 6. We have to get in touch with Mr. Brown. He can inform us of the situation.
 7. He works hard and efficiently. He will get ahead in that company.
 8. You can get across the river a short distance from here, there's a bridge there.
 9. We won't get to Chicago until after midnight. We are about three hundred miles from Chicago at this point.
 10. He doesn't get along with the new manager and he is going to resign.
 11. He's always getting in my way (getting in the way) and ruining my projects.
 12. Get the children up, we have to start our trip immediately after breakfast.
 13. Mary had a serious case of pneumonia but she got over it quickly.
 14. Get to bed, it's time to sleep.
 15. Let's get under the shade of that tree and rest a few minutes. We'll continue after our rest.
 16. Get in the car, I'll drive you to the airport.
 17. He must be getting home now. After three years of absence, his wife and children will be happy to see him home at last.



18. Mrs. Brown got on the train one minute before it left. Fortunately, her luggage was already on board.
19. We didn't finish at seven, we got through at nine.
20. The doctor got out of his car in a hurry and ran to the house.
19. Trad. I
 1. Everything was silent. All of a sudden, we heard a loud noise.
Todo estaba en silencio. De repente escuchamos un fuerte ruido.
 2. Will you be able to come tomorrow?
¿Podrás venir mañana? ¿Podrán ustedes. ...?
 3. Did Mary get through with her work?
¿Terminó Mary su trabajo?
 4. Has the winter been mild?
¿Ha sido suave el invierno?
 5. I love mountains.
Me encantan las montañas.
 6. The spider is getting behind the picture.
La araña se está metiendo detrás del cuadro.
 7. Did you bring the new cushions for the sofa?
¿Trajiste los cojines nuevos para el sofá?
 8. What is your coffee like? — It's delicious.
¿Cómo está tu (su) café? — Está delicioso.
 9. What are those? — They're can openers.
¿Qué son esos? — Son abrelatas.
 10. It's two blocks to the park.
Son (hay) dos cuadras al parque.

Questions for WILLIAM PENN, AN ADVOCATE OF PEACEFUL COEXISTENCE

1. What did William Penn think it was possible for men of different creeds and ideals to do?
He thought it was possible for them to live in peace and mutual respect.
2. Who were William Penn's parents?
They were Captain William, who was to become Admiral Sir William Penn and Margaret Jasper van der Schuren.
3. What strong influence did William Penn receive in his childhood?
He received the strong influence of Puritanism.
4. To what was he later converted?
To Quakerism.

5. What did his religious and social ideas cost him first?
They cost him first his expulsion from Oxford.
6. What protestant university did he attend in France?
He attended the University of Saumur, in Anjou.
7. What did King Charles II give William Penn to cancel an old debt?
He gave him a huge tract of land in the American Colonies.
8. On what did he try to base the government and the society of Pennsylvania?
He tried to base them on the Sermon of the Mount.
9. What did he believe in relation to the freedom of a government?
He believed that any government is free if "the laws rule, and the people are a party to those laws."
10. What did he have the wisdom to include in his constitution for Pennsylvania?
He had the wisdom to include an amending clause in it.
11. Which is probably his best book?
"No Cross, No Crown" is probably his best book.
12. What did he propose in his "Essay Towards the Present and Future Peace of Europe"?
The creation of an organization to prevent war by the arbitration of disputes.
13. What happened to him in 1712?
He suffered a stroke.
14. Where did he die, and where was he buried?
He died at Roscombe and was buried at the Quaker Cemetery of Burkinghamshire.



Actividades complementarias

1. Formular en forma de oraciones, una lista de las actividades que ha repetido en el pasado y probablemente siga repitiendo en el futuro, como visitar una determinada ciudad, concurrir a cierto espectáculo, ver a determinada persona o determinada cosa, etc.
2. Formular, igualmente en forma de oraciones, una lista de las actividades o hechos que aún no ha realizado, pero que piensa tal vez realizar en el futuro, como no haberse casado, no haberse sacado la lotería, no haber estudiado la lección, etc.
3. Preguntar a un interlocutor real o imaginario si ha realizado las acciones o hechos de los dos párrafos anteriores, y dar las respuestas breves correspondientes.
4. Formular preguntas de dato específico con los verbos DO, TELL, GO, SEE, BUY, MAKE y WRITE.
5. Buscar en las dos lecturas de comprensión, la del texto y la del cuaderno de trabajo, todas las palabras que terminen en grupos consonánticos de dos o más consonantes y ver si algunos de ellos son de los estudiados en esta Unidad y pronunciar correctamente las palabras que los contienen. Consultar la pronunciación de las palabras en el diccionario si hay necesidad.

UNIDAD XX



Objetivos generales

Al terminar de estudiar esta Unidad, el alumno:

1. Estructurará oraciones afirmativas, negativas e interrogativas para indicar que una acción o un hecho ha ocurrido o concluido antes de un tiempo pasado o de una acción pasada. (PAST PERFECT).
2. En los casos en que convenga, hará énfasis en la duración ininterrumpida de las acciones expresadas según el punto anterior (CONTINUOUS PAST PERFECT).
3. Estructurará las respuestas breves a las preguntas formuladas según los dos puntos anteriores.
4. Estructurará el verbo GET en la forma y con los elementos adecuados para que signifique: a) obtener o recibir; b) poseer o tener; c) volverse, ser, o cambiar de estado o condición; d) lograr realizar una acción; e) empezar la realización de una acción.
5. Realizará actividades complementarias de esta Unidad: Pronunciación de las sílabas formadas por una consonante silábica (básicamente "l" y "n") y una consonante común, conversación, traducción y lectura de comprensión.
6. Realizará los ejercicios de aplicación libre que se le sugieren.



Introducción

Instrucciones especiales para el manejo de esta Unidad.

SECCION DE PRONUNCIACION.

En esta Unidad se presentan las consonantes silábicas [l], [n], [m] y [ɲ], que como no existen en español como tales, requieren alguna práctica para pronunciarlas bien. Si no se tiene modelo para imitar, puede hacerse lo que se recomendó para la Unidad 17, con palabras como BOTTLE, GARDEN, SUDDEN, que son muy comunes.

SECCION DE ESTRUCTURAS.

Las estructuras presentadas en esta Unidad son en realidad iguales que las de la Unidad 19, excepto que en donde las de dicha Unidad llevaban HAVE o HAS, éstas llevan HAD. Es importante que observe que las estructuras aquí presentadas se usan para indicar una acción concluida antes de un momento pasado o de otra acción pasada, con énfasis o sin énfasis en su duración. Por consiguiente, es necesario definir por el contexto, guiándose por las expresiones de tiempo correspondientes, ese *momento pasado*. Ej. HE HAD BEEN THERE BEFORE *THE 1976 OLYMPIC GAMES TOOK PLACE*. Si se trata de una acción pasada, la oración en que se hable de ella llevará el verbo en pasado concluido [pasado absoluto] (V-ed/V irregular past) Ej. HELEN HAD ARRIVED BEFORE ALICE *CAME*.

SECCION DE VOCABULARIO.

Deberá poner mucha atención a las variaciones de significado del verbo GET según el contexto en que aparece. Al hacer los ejercicios debe conjugar GET en el tiempo y modo que demande la situación.

No hay indicaciones especiales para las Secciones de Conversación, Traducción y Lectura de Comprensión.

Módulo 7

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo el alumno:

1. Reconocerá las expresiones de tiempo que indican anterioridad de un tiempo con respecto a otro.
2. Distinguirá los casos en que debe enfatizarse la duración de una acción concluida antes de un tiempo pasado o de otra acción pasada.
3. Conjugará correctamente, en combinación con la forma HAD, los participios pasados (V-ed/-en) de por lo menos los más comunes de los verbos irregulares propuestos en la Unidad 19, y de los verbos regulares ya estudiados en Unidades anteriores y de los que en esta Unidad se presentan.
4. Conjugará correctamente en combinación con las formas HAD BEEN los participios presentes (V-ing) de los verbos estudiados en esta Unidad y en las anteriores.
5. Utilizando los esquemas básicos de oración afirmativa con verbo o con copulativo, estructurará oraciones para indicar que una acción o hecho ha concluido antes de un tiempo pasado o de una acción pasada, con la combinación HAD + V-ed/-en en el lugar del verbo o del copulativo en los esquemas. Ej. JOHN *HAD TAKEN* FRENCH BEFORE THIS SEMESTER, WE *HAD BEEN* THERE BEFORE.
6. Utilizando el esquema básico de oración afirmativa: con verbo estructuraré oraciones para hacer énfasis en la duración ininterrumpida de una acción concluida antes de un tiempo pasado o de una acción pasada, con la combinación HAD BEEN + V-ing en el lugar del verbo en el esquema: Ej. THEY *HAD BEEN TYPING* LETTERS WHEN MR. LYNCH *CAME*.
7. Estructurará oraciones para negar que una acción o hecho haya ocurrido en la forma indicada en el punto 5, utilizando la combinación HAD NOT (HADN'T) + V-ed/-en en la posición del verbo o del copulativo. Ej. JOHN *HAD NOT TAKEN* FRENCH BEFORE THIS SEMESTER, WE *HAD NOT BEEN* THERE BEFORE.
8. Estructurará oraciones para negar que una acción haya ocurrido en la forma indicada en el punto 6, utilizando la combinación HAD NOT (HADN'T) BEEN + V-ing en la posición del verbo. Ej. THE BOYS *HAD NOT BEEN PLAYING* BEFORE NOON.



MEMORICE:

Louise: Have you seen that man before?
Clara: Yes, I have. He was transferred from the Edinburgh branch, and arrived here last Friday. I saw him then. His name is David Stanley.
Louise: Is he going to take Mr. Edison's position?
Clara: Yes, he is.
Louise: I thought Mr. Kent had been given that position.
Clara: Yes, he had; but for a long time he had been requesting to be transferred to the Singapore plant and his transfer finally came through a week ago. You can well imagine he decided not to accept Mr. Edison's position.
Louise: Yes, that's logical; and when will he leave for Singapore?
Clara: Next week, I believe.



INTONATION PATTERN:

Louise: Have you seen that man before?
Clara: Yes, I have. He was transferred from the Edinburgh branch, and arrived here last Friday. I saw him then. His name is David Stanley.
Louise: Is he going to take Mr. Edison's position?
Clara: Yes, he is.
Louise: I thought Mr. Kent had been given that position.
Clara: Yes, he had; but for a long time he had been requesting to be transferred to the Singapore plant and his transfer finally came

through a week ago. You can well imagine he decided not to accept Mr. Edison's position.

Louise: Yes, that's logical; and when will he leave for Singapore?

Clara: Next week, I believe.

PRONUNCIACION

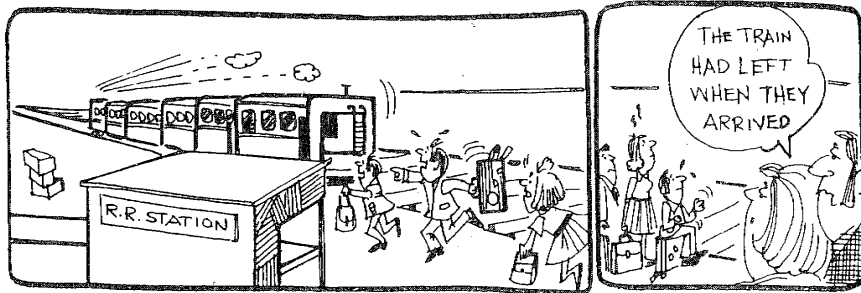
CONSONANTES SILABICAS. Básicamente [l] y [n] en las combinaciones [dl], [tl], [dn] y [tn], aunque también se pueden dar en otras combinaciones, y también pueden ser silábicas [m] y [ŋ].

No se despegla la lengua de los alvéolos después de [d] y [t] para pronunciar [l] y [n], y el aire se expulsa por la nariz. Estas consonantes silábicas no aparecen en sílaba acentuada, porque en sílaba acentuada siempre hay una vocal en la cual recae el acento.

[dl]	[tl]	[dn]	[tn]
bundle	battle	burden	beaten
cradle	bottle	garden	brighten
cuddle	bustle	hidden	button
doodle	castle	madden	certain
fiddle	cattle	pardon	cotton
idle	kettle	ridden	forgotten
idol	little	sadden	importance
ladle	rattle	satın	listen
puddle	settle	sudden	whiten
saddle	tattle	warden	written

Otras combinaciones:

Jonathan [θn]	bubble [bl]	buckle [kl]	people [pl]
slogan [gn]	beacon [kn]	chasm [zm]	Jack and Jill [kŋ]



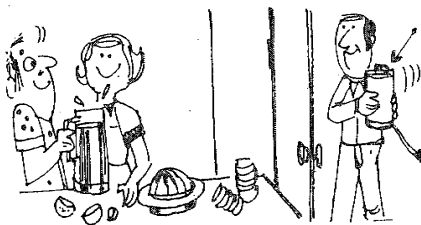
20.1. Para expresar acción o hecho concluido antes de otro pasado, o continuado hasta un momento pasado, y para hacer énfasis en la duración de dicha acción o hecho.

Esquemas Estructurales:

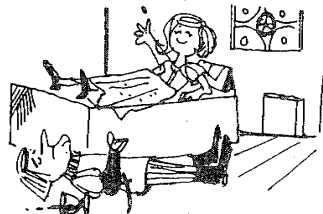
S + HAD + (FW/JUST) + { V-ed/-en + (O) + (C) } + { Sentence or phrase indicating past time linked by WHEN, BEFORE, BY THE TIME, ETC. }

BEEN + { Adj. [etc.] } + { V-ing + (O) + (C) }

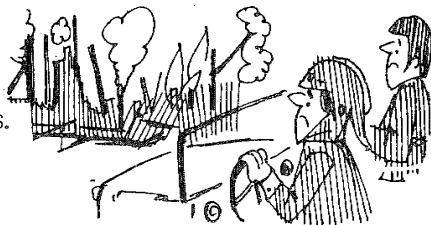
We **had finished** making the two quarts of orange juice just before he brought the electric juicer.



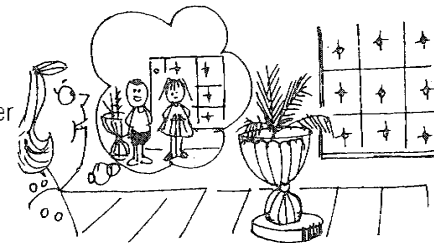
Romeo **had died** when Juliet regained consciousness.



By the time the firemen came, the house **had burned** (burnt) to ashes.



I **had been** here as a child, when Peter was living with us.



The beautiful princess **had been sleeping** for one hundred years when the prince woke her up.



OBSERVE

WE **HAD FINISHED** MAKING THE TWO QUARTS OF ORANGE JUICE JUST BEFORE HE BROUGHT THE ELECTRIC JUICER.
ROMEO **HAD DIED** WHEN JULIET REGAINED CONSCIOUSNESS.
I **HAD BEEN** HERE AS A CHILD, WHEN PETER WAS LIVING WITH US.

Para expresar una acción ocurrida y terminada antes de otra pasada, o de un tiempo pasado; o continuada hasta el punto en que ocurre otro tiempo pasado, es decir, para estructurar el llamado en inglés past perfect, se utiliza el sujeto, luego la forma HAD (pasado de HAVE/HAS) y en seguida el participio pasado del verbo de que se trate (BEEN, cuando se trata de cualidades, ubicación, o clasificación). El resto de la oración se estructura en la forma normal de frase afirmativa.

THE BEAUTIFUL PRINCESS **HAD BEEN SLEEPING** FOR ONE HUNDRED YEARS WHEN THE PRINCE WOKE HER UP.

Cuando se quiere hacer énfasis en la duración del primer hecho, se utiliza precisamente el participio pasado de BE (BEEN) y el verbo del que se trate, en su terminación -ING.

En este tipo de oraciones la relación no es con el momento del habla sino que la primera acción se relaciona con el tiempo de la segunda.



20.1.1. Guiándose por la oración de la izquierda, estructure otra con **before** para indicar acción concluida en el pasado antes que otro pasado. Use pronombres.

1. I was there in 1974.
I had been there before.
2. John visited the museum yesterday. _____
3. The boys studied all night last night. _____
4. We saw the actor. _____
5. Alice and Peter won a contest. _____
6. The children arrived late. _____
7. They gave a party for him. _____
8. You requested permission. _____
9. The baby stood up. _____
10. They made a deal. _____
11. She lent me some money. _____

20.1.2. Utilizando el verbo entre paréntesis, complete cada oración para indicar acción concluida antes de la acción pasada que se da en cada caso.

1. By the time Bobby's mother turned around, he **had thrown** his shoes out of the car window. (throw)
2. By the time we arrived, the dance _____ (begin)
3. By the time Louise and Peter returned, Mrs. Livingston _____ (leave)
4. By the time the meeting ended, the secretary _____ the report. (mimeograph)
5. By the time he was recognized as a great painter, he _____ (die)
6. By the time the storm began, everybody _____ shelter. (find)

7. Helen _____ dinner by the time we came home. (prepare)
8. The game _____ by the time we turned on the radio. (end)
9. We _____ all our money by the time we got to Denver. (spend)
10. Irene _____ up for five hours by the time I got up. (be)
11. The snow _____ by the time we had to go. (melt)

20.1.3. Guiándose por la oración en que se indica acción en progreso o hecho continuado, complete la otra oración para señalar que dicha acción o hecho se había venido desarrollando por algún tiempo, es decir, para hacer énfasis en la duración, sustituya los sujetos por pronombres.

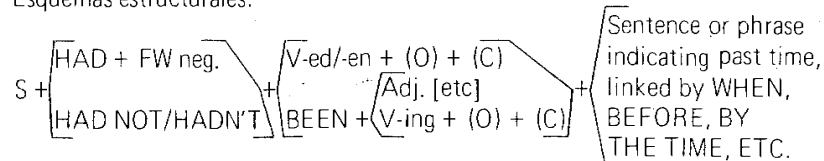
1. They were fighting when we arrived. *They had been fighting* for two hours.
2. Mrs. Lee was washing clothes at 10 a.m. _____ all morning.
3. The students were working in the laboratory. _____ all week from 8 to 10 p.m.
4. The man was playing the piano when you came in. _____ for at least an hour.
5. He was still fasting when the reporters interviewed him. _____ for two weeks.
6. It was raining when you came. _____ steadily all evening.
7. The traffic was blocked off when I came out of the bank. _____ for two minutes.
8. The two babies were crying. _____ for a long time.
9. The house was empty. _____ all year.
10. The board members were discussing the contract. _____ for at least an hour.
11. The factory was idle. _____ since the end of the war.
12. Sylvia and Ann were swimming. _____ when it started to rain.
13. You were progressing. _____ steadily when the teacher left.



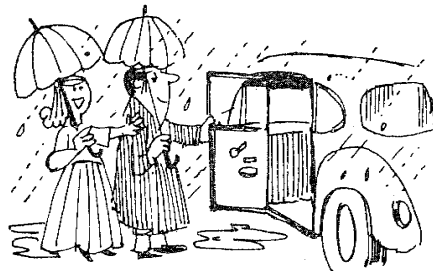
14. We were talking to them when Ted came. _____
_____ for ten minutes when
Ted arrived.
15. I was calling long distance to New York. _____
_____ when he interrupted.
16. They were lying. _____ all that time.

20.2. Para expresar, con énfasis o sin énfasis en su duración, una acción o un hecho que **no** ha concluido **antes** de otro ya pasado, o de un momento pasado.

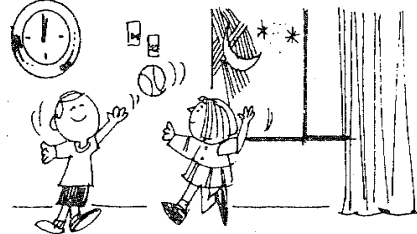
Esquemas estructurales:



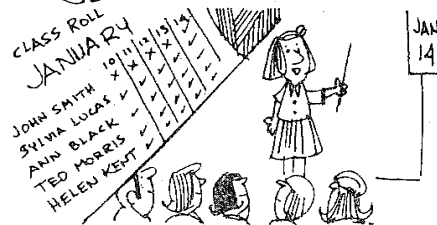
The rain **had not stopped** when we left for the concert.



They **had not gone** to bed by 12 midnight.



John Smith **had not been** in class since January 10th. He came to class again today.



The children **had not been doing** their homework, they had been playing tick-tack-toe until I came.



OBSERVE

THE RAIN **HAD NOT STOPPED** WHEN WE LEFT FOR THE CONCERT.
JOHN SMITH **HAD NOT BEEN** IN CLASS SINCE JANUARY 10th.

Para expresar una acción o un hecho que ha concluido antes de otro ya pasado, o de un momento pasado, se usan las mismas estructuras descritas en el punto 20.1, insertando la palabra NOT entre HAD y el participio pasado del verbo de que se trate.

THE CHILDREN **HAD NOT BEEN DOING** THEIR HOMEWORK, THEY HAD BEEN PLAYING TICK-TACK-TOE UNTIL I CAME.

Para hacer énfasis en la duración de la acción no realizada antes de un pasado también se utiliza la estructura correspondiente descrita en el punto 20.1, insertando la palabra NOT entre HAD y BEEN.
HAD NOT – Contracción: HADN'T.

20.2.1. Lo que se afirma para el sujeto de la primera oración niéguelo para el sujeto dado en cada caso al terminar la primera oración.

- John had finished. Mary _____ **had not finished.**
- The boys had been playing tennis. I _____
- Alice had looked for him. You _____
- I had been singing. You and Ted _____



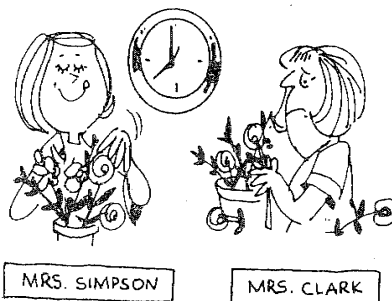
5. The history course had ended. The mathematics course _____
6. You had understood. Your brother _____
7. The perfume had evaporated. The cleaning fluid _____
8. The violinist had arrived. The pianist _____
9. They had been studying. Their friends _____
10. Martha had danced all night. Louise _____
11. The war had ended. Its cause _____
12. The dark-haired boy had copied it. The light-haired one _____
13. Mr. Kent had signed the contract. Mr. Lee _____ it.
14. The baby had been sleeping. We _____
15. You had been working. They _____
16. We had placed them inside. They _____

20.1 y 20.2.1 Guiándose por los dibujos y utilizando el verbo dado entre paréntesis, complete cada oración en forma afirmativa o negativa, según corresponda, para indicar acción ocurrida antes de un momento pasado.

1. (FINISH)

Mrs. Simpson _____
her flower arrangement by eight.

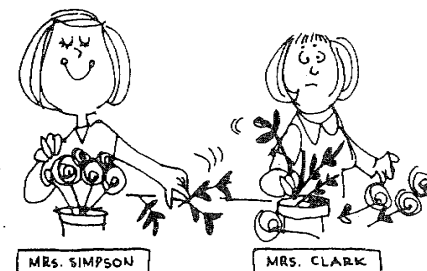
Mrs. Clark _____
her flower arrangement by eight.



2. (PLACE)

Mrs. Simpson _____
the leaves in first.

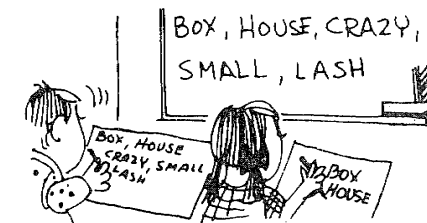
Mrs. Clark _____
the leaves in first.



3. (COPY)

The boy _____
all the words immediately.

The girl _____
all the words immediately.



4. (PUT ON)

You _____ your
hat before leaving the room.

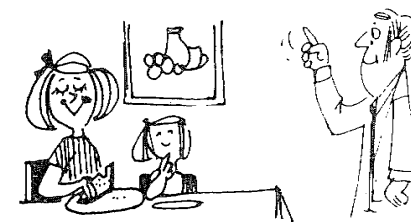
I _____ my
hat before leaving the room, I
carried it in my hand.



5. (EAT)

Ann _____ her
sandwich when Ted arrived.

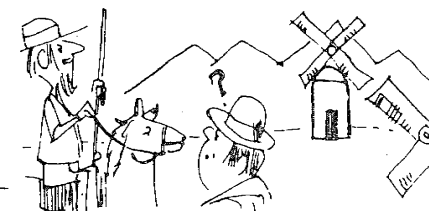
Little Debbie _____
her sandwich when Ted ar-
rived.



6. (THINK)

Don Quixote _____
the windmills of Montiel were
giants.

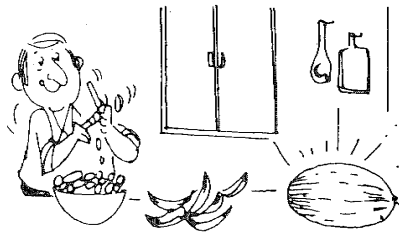
Sancho Panza _____
the windmills of Montiel were
giants.





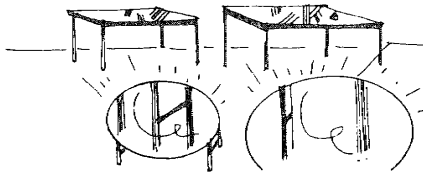
7. (SLICE)
The man _____ the
bananas.

He _____ the
watermelon.

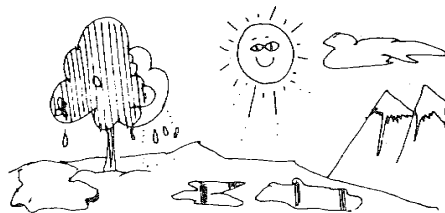


8. (PAINT)
We _____ the
square tables.

We _____ the
round tables.

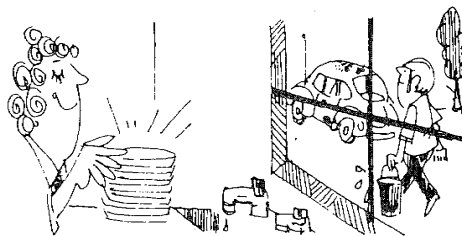


9. (MELT)
The sun _____ the
snow on the ground.



10. (WASH)
Mary _____
dishes.

Bob _____ the car.



Módulo 8

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Estructurará oraciones para preguntar si una acción o un hecho ha concluido antes de un tiempo pasado o de una acción pasada, utilizando el esquema básico de pregunta total con HAD en la posición del Auxiliar y V-ed/-en en la del Infinitivo. Ej. **HAD JOHN ANSWERED BEFORE?**
2. Estructurará oraciones para preguntar si una acción ha concluido antes de un tiempo pasado o de una acción pasada, haciendo énfasis en su duración ininterrumpida. Para ello utilizará el esquema básico de pregunta total señalado en el punto 1, con HAD en la posición del Auxiliar y BEEN + V-ing en la del Infinitivo. Ej. **HAD MARY BEEN SINGING?**
3. Estructurará respuestas breves a las preguntas formuladas según los tres puntos anteriores, siguiendo los esquemas básicos de respuesta breve: YES, + Sujeto pronombre + Auxiliar, y NO, + Sujeto pronombre + Auxiliar + NOT/N'T, con HAD en la posición del Auxiliar. Ejs. YES, **HE HAD**, NO, **SHE HADN'T**.
4. Estructurará oraciones para preguntar un dato específico (complemento o circunstancia) de una acción realizada según los puntos 1, 2 o 3, anteponiendo a los esquemas allí descritos el pronombre interrogativo correspondiente. Ej. **WHERE HAD YOU BEEN?**, **WHOSE CAR HAD HE DRIVEN?**, **WHAT HAD MARY BEEN SINGING?**
5. Estructurará oraciones para preguntar el sujeto o una especificación del sujeto de una acción realizada según lo indicado en los puntos 1, 2 o 3, usando el esquema de oración afirmativa, Módulo 7, puntos 5 y 6, con el pronombre interrogativo correspondiente en el lugar del sujeto. EJS. **WHO HAD COME?** **WHOSE LETTERS HAD ARRIVED?** **WHO HAD BEEN PLAYING BEFORE NOON?**
6. Combinará el verbo GET (conjugado) con nombres de objetos para significar OBTENER o RECIBIR. Ej. **I'LL GET THE NEWSPAPER.**
7. Combinará las formas HAVE GOT ('VE GOT)/HAS GOT ('S GOT) con nombres de objetos para significar POSEER O TENER. Ej. **HE HAS GOT A NEW CAR.** (**HE'S GOT A NEW CAR.**)
8. Combinará el verbo GET (conjugado) con participios pasados y adje-

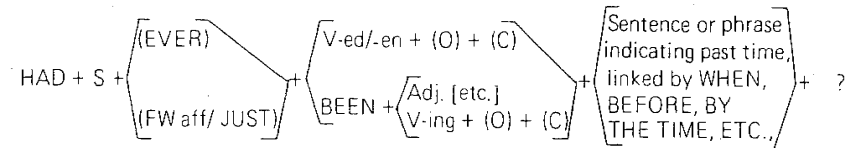


tivos para indicar cambio de estado o condición. Ej. THEY **GOT TIRED** DURING THE GAME.

9. Combinará el verbo GET (conjugado) con infinitivos precedidos por TO para significar TENER ÉXITO EN REALIZAR LA ACCIÓN INDICADA POR EL INFINITIVO. Ej. THEY **GOT TO FINISH** EARLY.
10. Combinará el verbo GET (conjugado) con participios presentes precedidos por TO (excepto en el caso de GOING y MOVING), para significar empezar a realizar la acción señalada por el participio. Ej. THEY **GOT TO CLEANING** THE HOUSE.

- 20.3. Para preguntar si una acción o un hecho ha concluido *antes* de un momento, acción o hecho ya pasados. Para preguntar también haciendo énfasis en la duración de la acción o del hecho concluidos. Para dar las respuestas breves correspondientes.

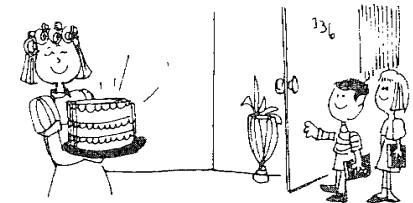
Esquemas Estructurales:



YES, + Spr + HAD

NO, + Spr + HAD NOT/HADN'T

Had Mrs. Lee *baked* a cake before her children returned from school?
Yes, she *had*.



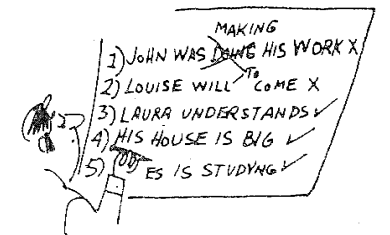
Had the baby *thrown* his bottle on the floor?
No, he *had not*. (No, he *hadn't*)



Had they *been drinking* water?
No, they *had not*. (No, they *hadn't*)



Had his first two answers *been* correct before he changed them?
Yes, they *had*.





OBSERVE

HAD MRS. LEE **BAKED** A CAKE BEFORE HER CHILDREN RETURNED FROM SCHOOL?

HAD THEY **BEEN DRINKING** WATER?

HAD HIS FIRST TWO ANSWERS **BEEN** CORRECT?

Para preguntar si una acción o un hecho ha concluido ANTES de un momento, acción o hecho pasados, se antepone la palabra **HAD** al sujeto de la oración y el resto queda estructurado como se explicó en el punto 20.1. Si se trata de hacer énfasis en la oración de la sección o del hecho se antepone la palabra **HAD** al sujeto de la estructura oracional correspondiente, también detallada en el punto 20.1.

YES, SHE HAD

YES, THEY HAD.

La respuesta afirmativa breve se estructura con la palabra **YES** seguida de una coma (una pausa al hablar), luego se indica el pronombre correspondiente al sujeto de la oración y por último la palabra **HAD**.

NO, HE HAD NOT.

NO, THEY HAD NOT.

Contracción: **HADN'T.**

La respuesta negativa breve se estructura con la palabra **NO** seguida de una coma (una pausa al hablar), luego se indica el pronombre correspondiente al sujeto de la oración, a continuación la palabra **HAD** y al final la partícula negativa **NOT**. Estos dos últimos elementos pueden estructurarse en la contracción **HADN'T**.

20.3. Complete las respuestas breves. Observe que a partir de la pregunta 11 se han mezclado las estructuras.

1. Had the rain damaged her curtains? No, _____
2. Had Louise and you been here before? Yes, _____
3. Had the light been flashing all night? Yes, _____
4. Had Martha served dinner before eight? Yes, _____
5. Had the Mertons won the prize? Yes, _____
6. Had I told you the news? No, _____
7. Had the procedure become obsolete? No, _____
8. Had the child repeated it correctly? Yes, _____
9. Had she informed everybody? No, _____

10. Had the boys been playing all afternoon? Yes, _____
11. Has Myriam come many times? No, _____
12. Did I leave my keys on the sofa? Yes, _____
13. Were you (singular) making that noise? No, _____
14. Have they returned from Buenos Aires? No, _____
15. Can Mary type rapidly? Yes, _____
16. Had you and Tim observed this operation before? Yes, _____
17. Is there a house in front of the church? No, _____
18. Do you (sing) live in the vicinity? Yes, _____
19. Is Mr. Brown absent-minded? No, _____
20. Had they had a pleasant experience? Yes, _____

20.3.2. Guiándose por la oración negativa, complete la pregunta. Use pronombres.

1. John had not arrived by four, _____ by five?
2. I had not read *Ivanhoe*, _____ other novels by Walter Scott?
3. The secretary had not typed the report, _____ the letters?
4. Irene had not heard the last sentence, _____ the other sentences?
5. The men had not painted the hall, _____ the other rooms?
6. We had not (hadn't) left our coats there, _____ your umbrellas there?
7. He had not (hadn't) been working, _____ loafing?
8. We had not (hadn't) understood the man, _____ the woman?
9. Martha had not (hadn't) cleaned the sink, _____ the stove?
10. They had not (hadn't) seen Mary, _____ her sister?

20.3.3. Utilizando los elementos que aparecen entre paréntesis complete las preguntas para indicar acción concluida antes de un pasado. Haga énfasis en la duración de la acción cuando así se le pida. Complete las respuestas breves.

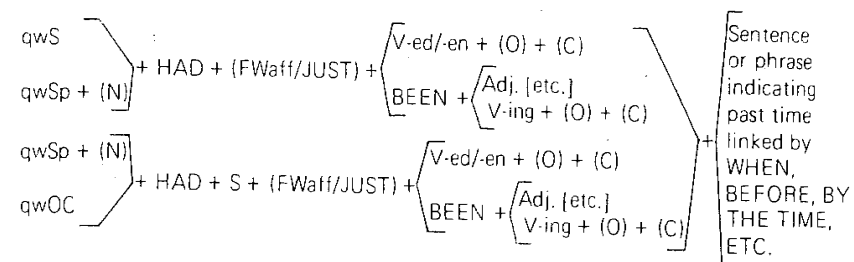
1. _____ to Mary before he came here? (John) (talk) No, _____



2. _____ before noon yesterday?
(the packages) (arrive) Yes, _____
3. _____ your favorite
melody two times before? (the fiddler) (play) Yes, _____
4. _____ you? (they)
(bother) — énfasis en la duración— No, _____
5. _____ his words correctly?
(we) (interpret) No, _____
6. _____ to her?
(you singular) (talk) —énfasis en la duración— No, _____
7. _____ me? (she)
(misunderstand) Yes, _____
8. _____ the words well?
(he) pronounce —énfasis en la duración— Yes, _____
9. _____ through with the
problem before the others did? (Laura) (get) No, _____
10. _____ by then?
(the conflict) (end) Yes, _____
11. _____ their loyalty?
(they) (prove) Yes, _____
12. _____ properly?
(the ball) (bounce) No, _____
13. _____ since 8 o'clock?
(they) (sing) —énfasis en la duración— Yes, _____
14. _____ the situation
thoroughly? (Mr. Lee) (investigate) Yes, _____
15. _____ him that?
(you) —plural— (promise) No, _____

- 20.4. Para preguntar datos específicos sobre una acción realizada *antes* de otra ya pasada o de un tiempo pasado. Para hacer énfasis en la duración de la acción sobre la que se piden datos.

Esquemas Estructurales:

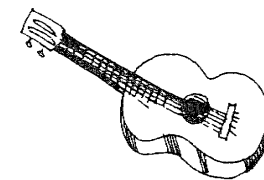


John had been playing.

What had John been playing?

The guitar.

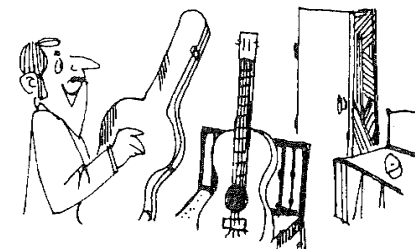
He had been playing the guitar.



Where had John been playing the guitar?

In his room.

He had been playing the guitar in his room.

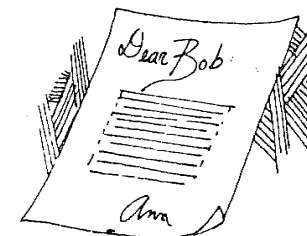


Ann had written.

What had Ann written?

A letter.

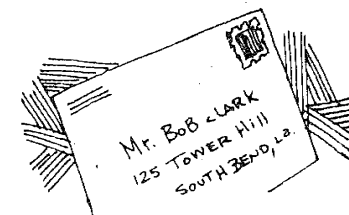
Ann had written a letter.



To whom had Ann written a letter?

To Bob Clark.

Ann had written a letter to Bob Clark.

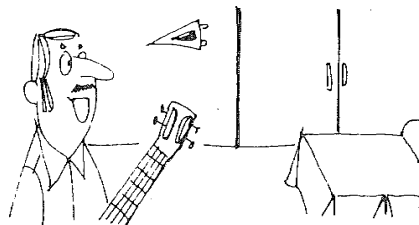




Who had been playing the guitar
in his room?

John.

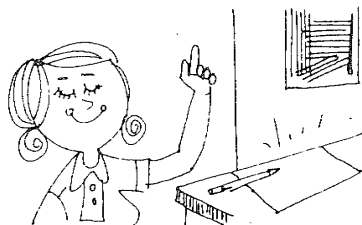
John had been playing the guitar
in his room.



Who had written a letter to Bob
Clark?

Ann.

Ann had written a letter to Bob
Clark.



OBSERVE

WHAT HAD JOHN BEEN PLAYING?

TO WHOM HAD ANN WRITTEN?

THE GUITAR

TO BOB CLARK.

Cuando se quiere saber un dato específico de una acción realizada antes de otra pasada o de un tiempo pasado, a la pregunta estructurada tal como se vio en el punto 20.3. se antepone la palabra interrogativa correspondiente al dato que se desea: **WHAT, WHERE, (TO) WHOM, ETC.**

WHO HAD BEEN PLAYING THE GUITAR IN HIS ROOM?

WHO HAD WRITTEN A LETTER TO BOB CLARK?

JOHN

ANN

Cuando lo que se pregunta es el sujeto de la oración, la estructura es idéntica a la de la oración afirmativa como se describió en el punto 20.1., excepto que en el lugar del sujeto va la forma interrogativa **WHO** (**WHAT** si no se trata de persona o ser personificado), y al final se usa el signo interrogativo en la escritura.

20.4.1. Guiándose por la información dada en cada caso, estructure las preguntas sugeridas por cada pronombre interrogativo.

1. John and I had been reading novels in the library that afternoon.

1.1 Who _____

1.2. What _____
1.3. Where _____
1.4. When _____

2. The boys had lost the first game of the season.

2.1. Who _____
2.2. What _____
2.3. Which _____

3. Ten students had answered the exam completely before noon.

2.1. How many students _____
3.2. What _____
3.3. When _____

4. The machine had been operating without interruption for a week.

4.1. What _____
4.2. How _____
4.3. How long _____

5. The Clarks had been helping the poor widow until then.

5.1. Who _____
5.2. Whom _____
5.3. Until when _____

6. Ten pounds of meat had been necessary for dinner that day.

6.1. What _____
6.2. How much meat _____
6.3. How many pounds of meat _____
6.4. For what _____
6.5. When _____

7. The man had been standing by the gate for two hours.

7.1. Who _____
7.2. Where _____
7.3. How long _____

8. They had visited Ann's grandparents three times that week.

8.1. Who _____
8.2. Whom _____
8.3. How many times _____
8.4. When _____

9. Mr. Johnson's children had seen us.



- 9.1. Whose _____
9.2. Whom _____

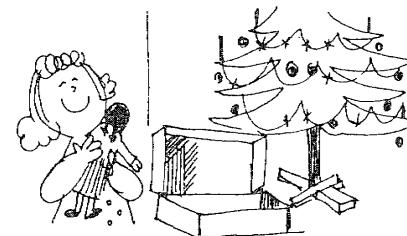
20.4.2. Guiándose por la respuesta, complete la pregunta indicando acción terminada antes de un pasado o de otra acción pasada. En los casos en que así se pide, haga énfasis en la duración. Los verbos y los sujetos que debe utilizar aparecen entre paréntesis.

1. _____ ? (visit) (they)
—énfasis en la duración.
The Smiths.
2. _____ lunch on that
occasion? (have) (we)
In the new restaurant by Kent's road.
3. _____ our questions
first? (answer)
John.
4. _____ lessons _____
for that exam? (assign) (the teacher)
The five grammar lessons in the second chapter.
5. With _____ stores _____
_____ ?
(do business) (you) —énfasis en la duración—
With five stores.
6. _____ his first company?
(establish) (he)
Before 1973.
7. _____ to the meeting?
(come) (Mary)
By plane.
8. _____ the difficulty?
(cause) —énfasis en la duración—
A mechanical failure.
9. _____ milk _____
(drink) (the baby)
Five ounces.
10. _____ color _____
for your walls? (choose) (you)
Oyster-white.

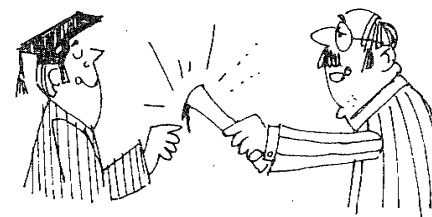
SECCION DE VOCABULARIO

20. Voc. A. **GET** Con nombres de objetos

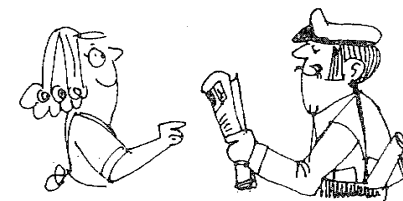
Mary *got a doll* for Christmas.



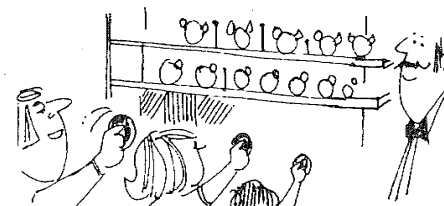
He's *getting his diploma* from the Principal.



She *didn't get a letter*.



We might *get a good prize*.





OBSERVE

MARY **GOT** A DOLL FOR CHRISTMAS.
HE'S **GETTING** HIS DIPLOMA FROM THE PRINCIPAL

GET seguido por un sustantivo significa OBTAIN o RECEIVE.

20. Voc. A. 1. Vuelva a escribir cada oración sustituyendo el verbo que aparece en ella por la forma del verbo **GET** que corresponda para conservar el mismo significado.

1. Ted received a watch for his birthday. _____
2. I'm receiving a good salary. _____
3. They've obtained a promotion. _____
4. You can receive extra pay. _____
5. Where did you obtain that stone? _____
6. Who received the order? _____
7. He always obtains good seats. _____
8. Did they receive the award? _____
9. When will he obtain the results? _____
10. How does Ann obtain those prices? _____
11. You should receive encouragement for that effort. _____
12. I obtained another opportunity. _____
13. Where can they obtain a pass? _____
14. He might receive a scholarship. _____
15. How much money did you receive for your book? _____

20. Voc. B. **HAVE GOT/HAS GOT** con nombres de objetos.

Esquemas estructurales:

Sno3s + HAVE
S3s + HAS + GOT + Det. + N

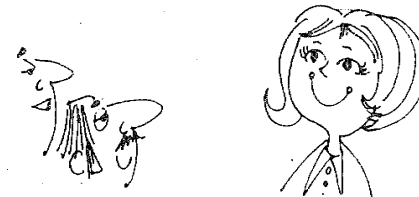
HAVE + Sno3s
HAS + S3s + GOT + Det. + N + ?

Sno3s + HAVE NOT/HAVEN'T
S3s + HAS NOT/HASN'T + GOT + Det. + N

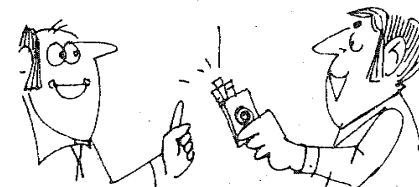
YES, + Spr. no3s + HAVE
Spr. 3s + HAS

NO, + Spr.no3s + HAVE NOT/HAVEN'T
Spr.3s + HAS NOT/HASN'T

She **has got** a pair of beautiful black eyes.



Have you got any cigarettes?
Yes, I have. **Here they are.**



OBSERVE

SHE **HAS GOT** A PAIR OF BEAUTIFUL BLACK EYES.
HAVE YOU GOT ANY CIGARETTES?

La combinación de los auxiliares **HAVE/HAS** con **GOT** seguida del nombre de un objeto equivale a **POSSESS** o **HAVE**.

Esta construcción pertenece más bien al lenguaje coloquial y a menudo se usa con las contracciones **'VE** y **'S**. Ejemplo: I'VE GOT A NEW CAR, SHE'S GOT AN OLD CAR.

Nota: Con esta construcción no puede usarse el participio en su forma GOTTEN. Lo mismo cuando se usa como equivalente de MUST.

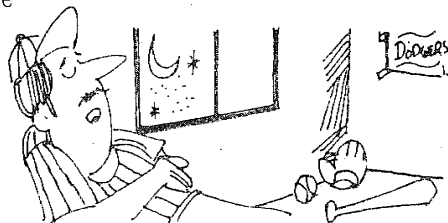


20. Voc. A-B.1. Complete con la forma adecuada de **GET** según el verbo que aparece entre paréntesis y según el contexto. Use contracciones.

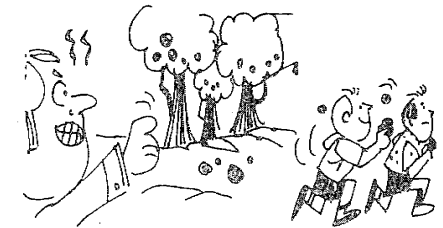
1. Mary _____ a blue handbag. (possess)— negative.
2. Peter _____ his suit on time for the party last night? (receive)
3. _____ she _____ an amethyst ring? (possess).
4. Peter _____ excellent grades in all his subjects every semester. (obtain).
5. Where _____ Sally _____ her beautiful earrings, in Europe last year? (obtain).
6. We always _____ many Christmas cards from our friends. (receive)
7. They _____ a million dollars in the bank. (possess)
8. How many cards _____ you _____ ? (have)
9. Ted and Myriam _____ just _____ their driver's licenses. (obtain)
10. How can I _____ that luminous texture. (obtain)
11. Who _____ a record player? (possess)
12. I _____ the authority to do that. (have — negative)
13. Helen _____ a present from her grandmother every year. (receive)
14. Jim _____ extraordinary energy. (possess)
15. Her brother usually _____ the first place in swimming contests. (obtains)

20. Voc. C. **GET** con adjetivos o participios.

Johnny played all afternoon and he **got tired**.



The children stole fruit from Mr. Benson and he **got angry**.



They **are getting married** now.



OBSERVE

JOHNNY PLAYED ALL AFTERNOON AND HE **GOT TIRED**.
THEY **ARE GETTING MARRIED** NOW.

La combinación de una forma de **GET** con un ADJETIVO o UN PARTICIPIO (función adjetiva), significa cambiar de estado o condición: BECOME o BE.

Cuando significa BE tiene generalmente sentido pasivo.

Nota: Posteriormente se verá el uso de GET con sentido reflexivo.

20. Voc. C.1. Vuelva a escribir cada frase utilizando la forma que corresponda del verbo **GET**.

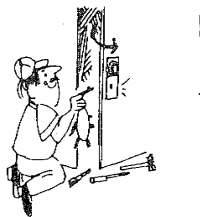
1. It is becoming late. _____
2. Did Ted become angry? _____
3. I became hungry after the game. _____
4. The wind became strong at midnight. _____
5. How many people were hurt? _____
6. The baby often becomes impatient. _____
7. The water in the pipes became frozen. _____



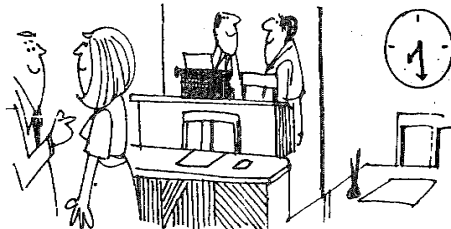
8. I _____ in the ropes.
9. The chicken are being fed now.
10. We were heard at last.
11. The child was punished.
12. Who became lost?
13. I was rid of my allergy.
14. How did it become broken?
15. We are becoming dizzy.

20. Voc. D. **GET** con infinitivos y con participios presentes.

The man finally **got to put** the key in the lock.



They usually don't **get working** until 8:00 a.m.



OBSERVE

THE MAN FINALLY **GOT TO PUT** THE KEY IN THE LOCK.

La combinación de GET con un INFINITIVO (TO + Vinf) significa lograr realizar la acción nombrada por el infinitivo, tener éxito en el empeño de realizarla, llegarla a realizar: **SUCCEED IN**.

THEY USUALLY **DON'T GET WORKING** UNTIL 8:00 A.M.

La combinación de GET con un PARTICIPIO PRESENTE (V-ing) significa iniciar la actividad nombrada por ese participio: **BEGIN**.

Cuando GET se combina con **GOING** y con **MOVING**, TO desaparece.

Voc. D.1. Complete cada frase con la combinación del verbo GET y del verbo que se da entre paréntesis en la forma que corresponda para que signifique ya sea **SUCCEED IN** o **BEGIN** según se indique. Observe en que tiempo están **BEGIN** y **SUCCEED IN** en cada caso, para que en ese mismo tiempo conjugue **GET**.

1. Please _____ . It's late. (GO)
—begin—.
2. He didn't _____ Alice. She was not in the city. (SEE) —succeed in—.
3. She _____ her stepdaughter well. (know) —succeeded in—.
4. We have to _____ on the project. It is urgent. (WORK) —begin—.
5. They will _____ the material immediately. (PRINT) —begin—.
6. Who _____ the problem? (FINISH) —succeeded in—.
7. How did you _____ him? (MEET)
—succeed in—.
8. I'm _____ the twins. (DISTINGUISH) —succeeding in—.
9. Will you finally _____ ? (WRITE)
—begin—.
10. He couldn't _____ the museum. It was closed that day. (VISIT) —succeed in—.
11. The children _____ rapidly at the signal. (SWIM) —began—.
12. The motor won't _____ until this afternoon. (RUN) —begin—.
13. How can I _____ English? (LEARN) —succeed in—.
14. Mrs. Kent usually _____ at 7 a.m. (WASH) —begin—.
15. _____ , you are blocking the traffic. (MOVE) —begin—.

19. Voc. A-B.1. y 20. Voc. A-D-1. Vuelva a escribir cada frase utilizando la forma de **GET** que corresponda para que el significado no se altere.

1. Ted arrived there early. _____
2. Did the man escape? _____
3. We obtained the job. _____



4. Jack succeeded in finishing it. _____
5. They didn't rise early. _____
6. When will he communicate with us? _____
7. Who received the money? _____
8. Does he often become sick? _____
9. Mr. Lee will return at five. _____
10. We are progressing in our work. _____
11. What do you have in your hands? _____
12. She never becomes irritated. _____
13. Begin to study early. _____
14. What obstructed his way? _____
15. How will she arrive in Kansas? _____
16. Whom did you become acquainted with? _____
17. At what time did Ted finish? _____
18. I'm becoming discouraged. _____
19. Jim often receives help. _____
20. Where did they gather? _____

SECCION DE TRADUCCION

Ejemplos para observar:

- | | |
|---|---|
| 1. I'll do my best to solve the problem. | <i>Haré lo mejor que pueda para resolver el problema.</i> |
| 2. When did his parents get back? | <i>¿Cuándo regresaron sus padres?</i> |
| 3. How far is it to the post office? | <i>¿Qué tan lejos está el correo?</i> |
| 4. It's a great distance to Bangkok. | <i>Hay una gran distancia a Bangkok.</i> |
| 5. Helen gets along wonderfully with her mother-in-law. | <i>Elena se lleva maravillosamente con su suegra.</i> |
| 6. The computer is the distinctive element of our era. | <i>La computadora es el elemento distintivo de nuestra era.</i> |
| 7. They have been making that noise all day. | <i>Han estado haciendo ese ruido todo el día.</i> |
| 8. She was dressed in rags. | <i>(ella) Estaba vestida de harapos.</i> |
| 9. Self-esteem is essential to man. | <i>La propia estima es esencial para el hombre.</i> |
| 10. They are making slow progress. | <i>Están progresando lentamente.</i> |

20. Trad. I. Traduzca.

1. He got over his illness soon. _____

2. How far do yo (singular) have to walk? _____
3. Man is mortal. _____
4. When did you (sing) make the reservation? _____
5. Ann dressed in white all her life. _____
6. At what time will Mrs. Lee do the dishes? _____
7. The dove is a symbol of peace. _____
8. It's John. _____
9. How can I get this done? _____
10. Could they make an appointment with the dentist? _____

LECTURA DE COMPRENSION

Lea cuidadosamente la siguiente biografía y conteste las preguntas que se le hacen a continuación.

FLORENCE NIGHTINGALE, AN "EFFICIENT" ANGEL OF CHARITY

There are two kinds of people, those who leave things, good or bad, as they are, because they are afraid of change; and those who set out to change them when they are bad, in spite of difficulties or criticisms. Florence Nightingale belonged to the second group.

She was born of British parents in Florence, Italy, on May 12, 1820, while her parents were traveling in that country. Fortunately for her, they were wealthy and cultured, and she could receive the fine education of young women of her days, plus classical studies and mathematics. In addition, the family traveled extensively in Europe, and this gave Florence and her sister opportunities for learning more.

Some people have a calling for art, or for religion, or for politics, Florence had a calling for helping the sick. Unfortunately girls, especially high society girls, were not supposed to work, and nurses were considered almost like servants. In addition to these two things, there were no training schools for nurses in England.



...and finally, in 1851, obtained permission to go to France to the hospital of the Sisters of Mercy to learn what she could about nursing, and to Germany, to the Institute of Protestant Deaconesses in Kaiserswerth, with the same purpose. Both were short periods of training, but Florence was interested and she was intelligent and also studied on her own, so, when in 1853 she was appointed superintendent of a hospital for invalid ladies, she became an immediate success.

England was at war with Russia at the time, and reports from the Crimean WAR front told of the terrible conditions of the wounded there. The Minister of WAR knew of Miss Nightingale's success as a nurse and hospital administrator, so he invited her to improve medical conditions for the British soldiers at their base in Scutari, Turkey.

Florence recruited thirty-eight nurses and departed for Scutari in 1854. The situation was even more dreadful than they had imagined. There was no hospital, only some dirty barracks where wounded men lay on the bare floor, badly covered with filthy blankets. They lacked not only medical facilities, but everything else, except perhaps a roof over their heads. Florence knew what to do, and she had determination. She immediately went to the right authorities to obtain all she needed to convert the horrible barracks into a clean and comfortable place. She set strict rules of sanitation and constant care, and soon managed to reduce the death rate by half. She often worked twenty hours a day, and always inspected the wards during the night to see if anybody needed help. She was called "The Lady with the Lamp", and "The Angel of the Crimea". She fell seriously ill in 1855, but remained working in the hospital until the end of the war.

Upon her return to England, she started working to obtain all the reforms needed to improve the medical services of the army. It was difficult, and she had to fight official jealousies and stupidity, but her theories on sanitation and care were accepted, especially her theory that it was equally important to maintain health by proper preventive measures than to restore it when people became sick.

In recognition of her merits, the public formed the *Nightingale Fund*, which she used to establish the first training school for nurses in England, where she personally taught future nurses. At the same time she continued working with her government to improve health conditions for the people, and writing extensively on the subject. Important officials from other governments also requested her advice to organize nursing and health services in their countries.

Florence Nightingale was honored with the Royal Red Cross in 1883, and in 1907 received the British Order of Merit, awarded to a woman for the first time on that occasion. She died in London in 1910, after a very fruitful life. She can be properly considered the founder of modern nursing.

Questions to *FLORENCE NIGHTINGALE, AN "EFFICIENT" ANGEL OF CHARITY.*

1. Where and when was Florence Nightingale born? _____
2. What education did she receive? _____
3. What was her calling for? _____
4. Where did she go to learn what she could about nursing? _____
5. To what position was she appointed in 1853? _____
6. Who invited her to improve medical conditions for the British soldiers at their base in Scutari, Turkey? _____
7. How many nurses did Florence recruit? _____
8. What was the situation at Scutari like? _____
9. What did she manage to do in Scutari soon? _____
10. What was she called? _____
11. What did she use the Nightingale Fund for? _____
12. What awards did she receive in 1883 and 1907? _____



Respuestas a los ejercicios

Módulo 7

20.1.1.

1. I was there in 1974.
I had been there before.
2. John visited the museum yesterday.
He had visited it before.
3. The boys studied all night last night.
They had studied all night before.
4. We saw the actor.
We had seen him before.
5. Alice and Peter won a contest.
They had won a contest before.
6. The children arrived late.
They had arrived late before.
7. They gave a party for him.
They had given a party for him before.
8. You requested permission.
You had requested permission before.
9. The baby stood up.
He (She) (it) had stood up before.
10. They made a deal.
They had made a deal before.
11. She lent me some money.
She had lent me some money before.

20.1.2.

1. By the time Bobby's mother turned around, he had thrown his shoes out of the car window. (throw)
2. By the time we arrived, the dance had begun. (begin).
3. By the time Louise and Peter returned, Mrs. Livingston had left. (leave)
4. By the time the meeting ended, the secretary had mimeographed the report. (mimeograph)
5. By the time he was recognized as a great painter, he had died. (die)
6. By the time the storm began, everybody had found shelter. (find)
7. Helen had prepared dinner by the time we came home. (prepare)
8. The game had ended by the time we turned on the radio. (end)

9. We had spent all our money by the time we got to Denver. (spend)
10. Irene had been up for five hours by the time I got up. (be)
11. The snow had melted by the time we had to go. (melt).

20.1.3.

1. They were fighting when we arrived.
They had been fighting for two hours.
2. Mrs. Lee was washing clothes at 10 a.m.
She had been washing clothes all morning.
3. The students were working in the laboratory.
They had been working in the laboratory all week from 8 to 10 p.m.
4. The man was playing the piano when you came in.
He had been playing the piano for at least an hour.
5. He was still fasting when the reporters interviewed him.
He had been fasting for two weeks.
6. It was raining when you came.
It had been raining steadily all evening.
7. The traffic was blocked off when I came out of the bank.
It had been blocked off for two minutes.
8. The two babies were crying.
They had been crying for a long time.
9. The house was empty.
It had been empty all year.
10. The board members were discussing the contract.
They had been discussing it for at least an hour.
11. The factory was idle.
It had been idle since the end of the war.
12. Sylvia and Ann were swimming.
They had been swimming when it started to rain.
13. You were progressing.
You had been progressing steadily when the teacher left.
14. We were talking to them when Ted came.
We had been talking to them for ten minutes when Ted arrived.
15. I was calling long distance to New York.
I had been calling long distance when he interrupted.
16. They were lying.
They had been lying all that time.

20.2.1.

1. John had finished.
Mary had not finished.



2. The boys had been playing tennis.
I had not been playing tennis.
 3. Alice had looked for him.
You had not looked for him.
 4. I had been singing.
You and Ted had not been singing.
 5. The history course had ended.
The mathematics course had not ended.
 6. You had understood.
Your brother had not understood.
 7. The perfume had evaporated.
The cleaning fluid had not evaporated.
 8. The violinist had arrived.
The pianist had not arrived.
 9. They had been studying.
Their friends had not been studying.
 10. Martha had danced all night.
Louise had not danced all night.
 11. The war had ended.
Its cause had not ended.
 12. The dark-haired boy had copied it.
The light-haired one had not copied it.
 13. Mr. Kent had signed the contract.
Mr. Lee had not signed it.
 14. The baby had been sleeping.
We had not been sleeping.
 15. You had been working.
They had not been working.
 16. We had placed them inside.
They had not placed them inside.
- 20.1.-2.1.
1. Mrs. Simpson had finished her flower arrangement by eight.
Mrs. Clark had not finished her flower arrangement by eight.
 2. Mrs. Simpson had not placed the leaves in first.
Mrs. Clark had placed the leaves in first.
 3. The boy had copied all the words immediately.
The girl had not copied all the words immediately.
 4. You had put on your hat before leaving the room.
I had not put on my hat before leaving the room. I carried it in my hand.
 5. Ann had not eaten her sandwich when Ted arrived.

- Little Debbie had eaten her sandwich when Ted arrived.
6. Don Quixote had thought the windmills of Montiel were giants.
Sancho Panza had not thought the windmills of Montiel were giants.
 7. The man had sliced the bananas.
He had not sliced the watermelon.
 8. We had not painted the square tables.
We had painted the round tables.
 9. The sun had melted the snow on the ground.
It had not melted the snow on top of the mountain.
 10. Mary had washed the dishes.
Bob had not washed the car.

Módulo 8

20.3.1.

1. Had the rain damaged her curtains?
No, *it had not (it hadn't).*
2. Had Louise and you been here before?
Yes, *we had.*
3. Had the light been flashing all night?
Yes, *it had.*
4. Had Martha served dinner before eight?
Yes, *she had.*
5. Had the Mertons won the prize?
Yes, *they had.*
6. Had I told you the news?
No, *you had not (you hadn't).*
7. Had the procedure become obsolete?
No, *it had not (it hadn't).*
8. Had the child repeated it correctly?
Yes, *he (she) had.*
9. Had she informed everybody?
No, *she had not (she hadn't).*
10. Had the boys been playing all afternoon?
Yes, *they had.*
11. Has Myriam come many times?
No, *she had not (she hadn't).*
12. Did I leave my keys on the sofa?
Yes, *you did.*
13. Were you (sing) making that noise?
No, *I was not (I wasn't).*



14. Have they returned from Buenos Aires?
No, they have not (they haven't).
15. Can Mary type rapidly?
Yes, she can.
16. Had you and Tim observed this operation before?
Yes, we had.
17. Is there a house in front of the church?
No, there is not (there isn't).
18. Do you (sing) live in the vicinity?
Yes, I do.
19. Is Mr. Brown absent-minded?
No, he is not (he isn't).
20. Had they had a pleasant experience?
Yes, they had.

20.3.2.

1. John had not arrived by four.
Had he arrived by five?
2. I had not read Ivanhoe.
Had you read other novels by Walter Scott?
3. The secretary had not typed the report.
Had she (he) typed the letters?
4. Irene had not heard the last sentence.
Had she heard the other sentences?
5. The men had not painted the hall.
Had they painted the other rooms?
6. We had not (hadn't) left our coats there.
Had you left your umbrellas there?
7. He had not (hadn't) been working.
Had he been loafing?
8. We had not (hadn't) understood the man.
Had you understood the woman?
9. Martha had not (hadn't) cleaned the sink.
Had she cleaned the stove?
10. They had not (hadn't) seen Mary.
Had they seen her sister?

20.3.3.

1. Had John talked to Mary before he came here? (John) (talk)
No, he had not (he hadn't).
2. Had the packages arrived before noon yesterday? (the packages) (arrive)

Yes, they had.

3. Had the fiddler played your favorite melody two times before? (the fiddler) (play)
Yes, he (she) had.
4. Had they been bothering you? (they) (bother) —énfasis en la duración—
No, they had not (they hadn't).
5. Had we interpreted his words correctly? (we) (interpret)
No, you had not (you hadn't).
6. Had you been talking to her? (you-sing) (talk) —énfasis en la duración—
No, I had not (I hadn't).
7. Had she misunderstood me? (she) (misunderstood)
Yes, she had.
8. Had he been pronouncing the words well? (he) (pronounce) —énfasis en la duración—
Yes, he had.
9. Had Laura got through with the problem before the others did? (Laura) (get).
No, she had not (she hadn't).
10. Had the conflict ended by then? (the conflict) (end).
Yes, it had.
11. Had they proven (proved) their loyalty? (they) (prove).
Yes, they had.
12. Had the ball bounced properly? (the ball) (bounce).
No, it had not (it hadn't).
13. Had they been singing since 8 o'clock? (they) (sing) —énfasis en la duración—
Yes, they had.
14. Had Mr. Lee investigated the situation thoroughly? (Mr. Lee) (investigate)
Yes, he had.
15. Had you promised him that? (you —plural) (promise)
No, we had not (we hadn't).

20.4.1.

1. John and I had been reading novels in the library that afternoon.
 - 1.1. Who had been reading novels in the library that afternoon?
 - 1.2. What had you and John been reading in the library that afternoon?
 - 1.3. Where had you and John been reading novels that afternoon?
 - 1.4. When had you and John been reading novels in the library?



2. The boys had lost the first game of the season.
 - 2.1. Who had lost the first game of the season?
 - 2.2. What had the boys lost?
 - 2.3. Which game had the boys lost?
3. Ten students had answered the exam completely before noon.
 - 3.1. How many students had answered the examen completely before noon?
 - 3.2. What had ten students answered before noon?
 - 3.3. When had ten students answered the exam completely.
4. The machine had been operating without interruption for a week.
 - 4.1. What had been operating without interruption for a week?
 - 4.2. How had the machine been operating for a week?
 - 4.3. How long had the machine been operating without interruption?
5. The Clarks had been helping the poor widow until then.
 - 5.1. Who had been helping the poor widow until then?
 - 5.2. Whom had the Clarks been helping until then?
 - 5.3. Until when had the Clarks been helping the poor widow?
6. Ten pounds of meat had been necessary for dinner that day.
 - 6.1. What had been necessary for dinner that day.
 - 6.2. How much meat had been necessary for dinner that day?
 - 6.3. How many pounds of meat had been necessary for dinner that day?
 - 6.4. For what had ten pounds of meat been necessary that day?
 - 6.5. When had ten pounds of meat been necessary for dinner?
7. The man had been standing by the gate for two hours.
 - 7.1. Who had been standing by the gate for two hours.
 - 7.2. Where had the man been standing for two hours?
 - 7.3. How long had the man been standing by the gate?
8. They had visited Ann's grandparents three times that week.
 - 8.1. Who had visited Ann's grandparents three times that week?
 - 8.2. Whom had they visited three times that week?
 - 8.3. How many times had they visited Ann's grandparents that week?
 - 8.4. When had they visited Ann's grandparents three times?
9. Mrs. Johnson's children had seen us.
 - 9.1. Whose children had seen us?
 - 9.2. Whom had Mr. Johnson's children seen?

20.4.2.

1. Whom had they been visiting? (visit) (they) —énfasis en la duración—
The Smiths.
2. Where had we had lunch on that occasion? (have) (we)
In the new restaurant by Kent's road.
3. Who had answered our questions first? (answer)
John.
4. Which lessons had the teacher assigned for that exam? (assign) (the teacher)
The five grammar lessons in the second chapter.
5. With how many stores had you been doing business? (do business) (you) —énfasis en la duración—
With five stores.
6. When had he established his first company? (establish) (he)
Before 1973.
7. How had Mary come to the meeting?
By plane.
8. What had been causing the difficulty? (cause) —énfasis en la duración—
A mechanical failure.
9. How much milk had the baby drunk? (drink) (the baby)
Five ounces.
10. What color had you chosen for your walls?
Oyster-white.

20. Voc.A.1.

1. Ted received a watch for his birthday.
Ted got a watch for his birthday.
2. I'm receiving a good salary.
I'm getting a good salary.
3. They've obtained a promotion.
They've got a promotion.
4. You can receive extra pay.
You can get extra pay.
5. Where did you obtain that stone?
Where did you get that stone?
6. Who received the order?
Who got the order?
7. He always obtains good seats.
He always gets good seats.
8. Did they receive the award?
Did they get the award?
9. When will he obtain the results?



When will he get the results?

10. How does Ann obtain those prices?

How does Ann get those prices?

11. You should receive encouragement for that effort.

You should get encouragement for that effort.

12. I obtained another opportunity.

I got another opportunity.

13. Where can they obtain a pass?

Where can they get a pass?

14. He might receive a scholarship.

He might get a scholarship.

15. How much money did you receive for your book?

How much money did you get for your book?

20. Voc. B-C.1.

1. Mary hasn't got a blue handbag. (possess-negative)
2. Did Peter get his suit on time for the party last night? (receive)
3. Has she got an amethyst ring? (possess)
4. Peter gets excellent grades in all his subjects every semester. (obtain).
5. Where did Sally get her beautiful earrings, in Europe last year? (obtain)
6. We always get many Christmas cards from our friends. (receive)
7. They've got a million dollars in the bank. (possess)
8. How many cards have you got? (have)
9. Ted and Myriam have just got (ten) their driver's licenses. (obtain)
10. How can I get that luminous texture (obtain)
11. Who's got a record player? (possess)
12. I haven't got the authority to do that. (have -negative)
13. Helen gets a present from her grandmother every year. (receive)
14. Jim has got extraordinary energy. (possess)
15. Her brother usually gets the first place in swimming contests. (obtain).

20. Voc. C.1.

1. It is becoming late.
It's getting late.
2. Did Ted become angry?
Did Ted get angry?
3. I became hungry after the game.
I got hungry after the game.
4. The wind became strong at midnight.
The wind got strong at midnight.
5. How many people were hurt?
How many people got hurt?

6. The baby often becomes impatient.
They baby often gets impatient.
7. The water in the pipes became frozen.
The water in the pipes got frozen.
8. His arm became caught in the ropes.
His arm got caught in the ropes.
9. The chickens are being fed now.
The chickens are getting fed now.
10. We were heard at last.
We got heard at last.
11. The child was punished.
The child got punished.
12. Who became lost?
Who got lost?
13. I was rid of my allergy.
I got rid of my allergy.
14. How did it become broken?
How did it get broken?
15. We are becoming dizzy.
We are getting dizzy.

20. Voc. D.1.

1. Please get going. It's late. (go) —begin—.
2. He didn't get to see Alice. She was not in the city. (see) —succeed in—.
3. She got to know her stepdaughter well. (know) —succeeded in—.
4. We have to get working on the project. It is urgent. (work) —begin—.
5. They will get to print the material immediately. (print) —begin—.
6. Who got to finish the problem? (finish) —succeeded in—.
7. How did you get to meet him? (meet) —succeeded in—.
8. I'm getting to distinguish the twins. (distinguish) —succeeding in—.
9. Will you finally get to write? (write) —begin—.
10. He couldn't get to visit the museum. It was closed that day. (visit) —succeed in—.
11. The children got swimming rapidly at the signal. (swim) —began—.
12. The motor won't get to run until this afternoon. (run) —begin—.
13. How can I get to learn English? (learn) —succeed in—.
14. Mrs. Kent usually gets washing at 7 a.m. (wash) —begins—.
15. Get moving, you are blocking the traffic. (move) —begin—.

20. Voc. A-D.1.

1. Ted arrived there early.
Ted got there early.



2. Did the man escape?
Did the man get away?
 3. We obtained the job.
We got the job.
 4. John succeeded in finishing it.
John got to finish it.
 5. They didn't rise early.
They didn't get up early.
 6. When will he communicate with us?
When will he get in touch with us?
 7. Who received the money?
Who got the money?
 8. Does he often become sick?
Does he often get sick?
 9. Mr. Lee will return at five.
Mr. Lee will get back at five.
 10. We are progressing in our work.
We are getting ahead in our work.
 11. What do you have in your hands?
What have you got in your hands?
 12. She never becomes irritated.
She never gets irritated.
 13. Begin to study early.
Get to studying early.
 14. What obstructed his way.
What got in his way?
 15. How will she arrive in Kansas?
How will she get to Kansas?
 16. Whom did you become acquainted with?
Whom did you get acquainted with?
 17. At what time did Ted finish?
At what time did Ted get through?
 18. I'm becoming discouraged.
I'm getting discouraged.
 19. Jim often receives help.
Jim often gets help.
 20. Where did they gather?
Where did they get together?
20. Trad. 1.
1. He got over his illness soon.
(EL) Se recuperó pronto de su enfermedad.

2. How far do you (sing) have to walk?
¿Qué tan lejos tienes (tiene Ud.) que caminar?
3. Man is mortal.
El hombre es mortal.
4. When did you (sing) make the reservation?
¿Cuándo hiciste (hizo Ud.) la reservación?
5. Ann dressed in white all her life.
Ana vistió de blanco toda su vida.
6. At what time will Mrs. Lee do the dishes?
¿A qué hora lavará los platos la Sra. Lee?
7. The dove is a symbol of peace.
La paloma es un símbolo de la paz.
8. It's John.
Es Juan.
9. How can I get this done?
¿Cómo puedo terminar esto?
10. Could they make an appointment with the dentist?
¿Pudieron (ellos) hacer una cita con el dentista?

Questions to FLORENCE NIGHTINGALE, AN "EFFICIENT" ANGEL OF CHARITY

1. Where and when was Florence Nightingale born?
She was born in Florence, Italy, on May 12, 1820.
2. What education did she receive?
She received the fine education of young women of her days, plus classical studies and mathematics.
3. What was her calling for?
It was for helping the sick.
4. Where did she go to learn what she could about nursing?
She went to France, to the hospital of the Sisters of Mercy, and to Germany, to the Institute of Protestant Deaconesses.
5. To what position was she appointed in 1853?
She was appointed superintendent of a hospital for invalid ladies.
6. Who invited her to improve medical conditions for the British soldiers at their base in Scutari, Turkey?
The Minister of War.
7. How many nurses did Florence recruit?
Thirty-eight.
8. What was the situation of Scutari like?
It was even more dreadful than they had imagined.
9. What did she manage to do in Scutari soon?



- She managed to reduce the death rate by half.
10. What was she called?
She was called "the Lady with the Lamp", and "the Angel of the Crimea".
11. What did she use the Nightingale Fund for?
She used it to establish the first training school for nurses in England.
12. What awards did she receive in 1883 and 1907?
She received the Royal Cross in 1883 and the British Order of Merit in 1907.

Actividades complementarias

1. Estructurará oraciones expresando diez cosas realizadas antes de cumplir quince años.
2. Preguntar a un interlocutor real o imaginario si determinados acontecimientos mundiales o locales habían ocurrido antes de que sus padres se casaran: Ejemplo: Segunda Guerra Mundial, asesinato de John F. Kennedy, reforma de la Alcaldía, etc.
3. Preguntar a un interlocutor real o imaginario sobre las circunstancias en que había estudiado inglés antes de iniciar este curso.



UNIDAD XXI



Objetivos generales

Al terminar de estudiar esta Unidad, el alumno:

1. Estructurará oraciones afirmativas, e interrogativas para indicar con qué actitud: agrado, anhelo, disgusto, determinación, etc., o en qué momento de su desarrollo: iniciación, continuación, terminación, etc., se enfrenta la realización del hecho verbal.
2. Estructurará oraciones afirmativas para indicar con qué actitud o en qué momento de su desarrollo se enfrenta la *no* realización del hecho verbal.
3. Estructurará oraciones negativas para indicar que no se enfrenta con cierta actitud o en cierto momento de su desarrollo la realización del hecho verbal.
4. Estructurará oraciones afirmativas, negativas e interrogativas indicando potencialidad, obligación, permiso, etc., de enfrentar la realización o no realización del hecho verbal con cierta actitud o en cierto momento de su desarrollo.
5. Estructurará respuestas breves a las preguntas formuladas según los puntos 1 y 4.
6. Utilizará, con el significado que en esta Unidad se indica, las palabras ABOUT, AROUND, AGAINST, DOWN, INTO, OFF, THROUGH, TOWARD, UP y UPON.
7. Utilizará las palabras ABOUT, TO (IN ORDER TO), y UPON con infinitivos las dos primeras y con gerundios o sustantivos la última, para integrar frases adverbiales.
8. Memorizará con sus significados las combinaciones de verbos y adjetivos con preposiciones que se presentan en esta Unidad.
9. Realizará las actividades complementarias de esta Unidad: pronunciación de [r] —escrita r y *wr*—, conversación, traducción y lectura de comprensión.
10. Realizará los ejercicios de aplicación libre que se le sugieren.



Introducción

Instrucciones especiales para el manejo de esta Unidad.

SECCION DE PRONUNCIACION.

El sonido [r], con sus dos escrituras: *r* y *wr*, no ofrece mayor dificultad a un hispano hablante. Habrá de poner atención solamente a no pronunciar la *w* en las palabras que empiecen por *wr*.

SECCION DE ESTRUCTURAS.

En realidad en esta Unidad se trata de una modificación de las estructuras afirmativas, negativas e interrogativas ya vistas, pero solamente por lo que respecta al verbo. En lugar de un solo verbo, con auxiliares en ciertos casos, tenemos una combinación verbal, también con auxiliares en ciertos casos, constituida por un verbo que señala con qué actitud o en qué momento de su desarrollo se enfrenta la realización de una acción, más el verbo que nombra dicha acción. Hay que observar bien que el primero va conjugado en la forma que lo demande la estructura correspondiente, mientras que el segundo sólo puede ir en su forma de infinitivo con TO (TO + Vinf) o en gerundio (gV-ing)

Si se domina ya para este punto, como debe ser, la conjugación de los verbos comunes, no habrá ninguna dificultad en conjugar los verbos que señalan con qué actitud o en qué momento de su desarrollo se considera la acción verbal. Lo importante y necesario será reconocer cuáles son estos verbos y si al verbo que les sigue le imponen la forma de infinitivo o de gerundio. Siempre el verbo que indica actitud o momento de desarrollo de la acción precede al que señala ésta y ambos van precedidos por el auxiliar, si lo hay. A veces hay que combinar dos, (raramente más) verbos de actitud. Es necesario saber cuál afecta a cuál, para colocar aquél en la primera posición. Este será el conjugado. Todos los demás irán en forma de infinitivo con TO o de gerundio. Ejs. I *PLAN TO BEGIN WORKING AT FIVE, HE REFUSED TO TRY TO CONVINCE MARY, SHE COULDN'T PROMISE TO STOP SEEING HIM.*

SECCION DE VOCABULARIO.

El vocabulario de esta Unidad no ofrece mayor dificultad. Solamente

requiere atención a los matices de significado y al contexto en que aparece, y desde luego hay que memorizarlo.

No hay instrucciones especiales para las Secciones de Conversación, Traducción y Lectura de Comprensión.

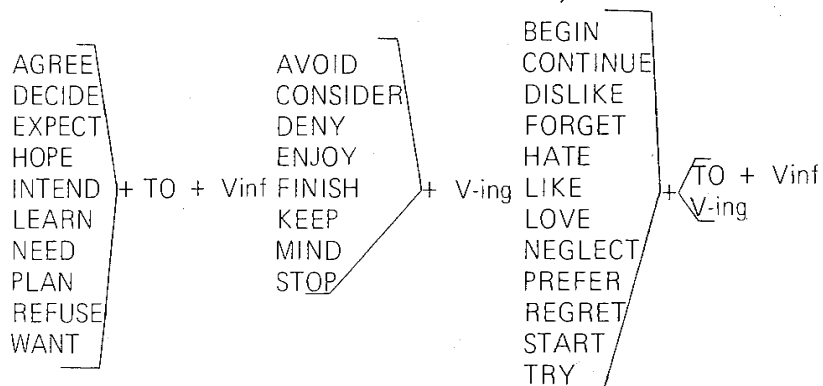


Módulo 9

OBJETIVOS ESPECIFICOS

Al terminar de estudiar éste módulo, el alumno:

1. Reconocerá qué verbos denotan la actitud con que se enfrenta la realización o no realización de una acción: Ejs. AVOID, ENJOY, LIKE, PREFER, ETC.
2. Reconocerá qué verbos señalan un momento del desarrollo de una acción: Ejs. CONTINUE, FINISH, START, ETC.
3. Distinguirá cuáles verbos de los dos grupos anteriores determinan que el verbo al que acompañan vaya en su forma de infinitivo o en su forma de gerundio.
4. Memorizará con su significado, y con la forma que imponen el verbo que les sigue, por lo menos los siguientes verbos:



5. Estructurará oraciones afirmativas para indicar con qué actitud o en qué momento de su desarrollo se enfrenta la realización de una acción: Ejs. JOHN **WANTS TO GO** TO NEW YORK WITH US, I **STOPPED WRITING** LETTERS.
6. Formulará oraciones de estructura afirmativa para indicar con qué actitud o en qué momento de su desarrollo se enfrenta la NO realización de la acción. Ejs. HELEN **WAS TRYING NOT TO LAUGH**, WE **CONSIDERED NOT OPENING** THE PACKAGES THEN.
7. Estructurará oraciones negativas para indicar que no se enfrenta la realización de una acción con una cierta actitud o en un cierto momento de

su desarrollo. Ejs. WE **DIDN'T INTEND TO LEAVE** EARLY, YOU **WON'T NEED TO BUY** ANOTHER, SHE **ISN'T PLANNING TO VISIT** ITALY, I'M **NOT GOING TO REGRET HELPING** THEM.

8. Estructurará oraciones para expresar que se tiene o no se tiene potencialidad, obligación, permiso, etc., de enfrentarse con cierta actitud o en cierto momento de su desarrollo a la realización o no realización de una acción. Ejs. YOU **SHOULD TRY TO STUDY** MORE, YOU **MUST PROMISE NOT TO LEAVE** NOW, ONE **SHOULDN'T EXPECT TO RECEIVE** FREE PROFESSIONAL SERVICES.



MEMORICE

John: Hey! What's the matter? Why are you so sad?

Peter: Nancy is angry with me.

John: Why? What did you do to her?

Peter: Nothing. I was waiting for her at the park, and a beautiful blonde came and began to flirt with me.

John: And you were trying not to be rude to her, and at that moment Nancy decided to show up, isn't that so?

Peter: Yes, but I can assure you I was not interested in the blonde.

John: Well, did you try to explain it to Nancy?

Peter: Yes, but she doesn't want to talk to me. She won't even listen to me.

John: That's really bad. What do you plan to do?

Peter: I am considering asking Debbie, her cousin, to speak to her for me.

John: That might work. I wish you lots of luck.



INTONATION PATTERN

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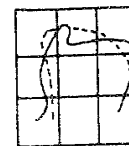
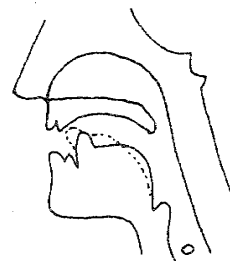
Peter: I am considering asking Debbie, her cousin, to speak to her for me.

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PRONUNCIACION

Sonido inicial [r]

Escritura wr y r.



Escritura wr

Escritura r

PALABRAS HOMOFONAS

wrack [ræk]
rack

wretch [retʃ]
retch

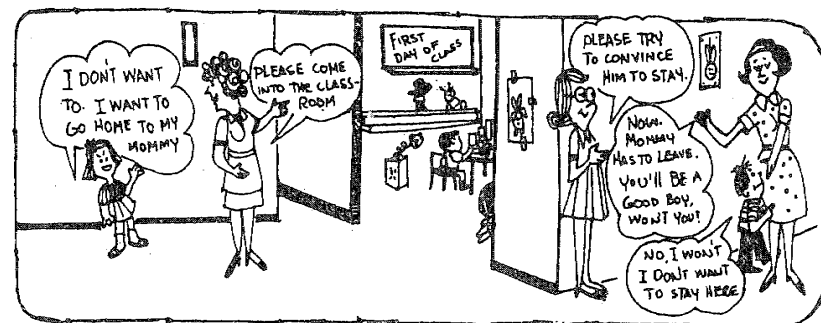
wrung [rʌŋ]
rung



Palabras homófonas

wrangle
wrath
wreath
wrench
wrestle
written
wriggle
wrinkle
wrong
wrought

raffle
rag
rage
rank
rate
reach
real
reap
rent
rub

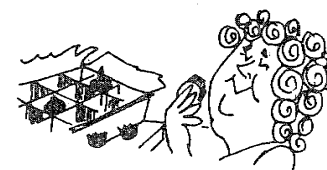


21.1. Para indicar con que actitud (agrado, anhelo, disgusto, determinación, etc.), o en que momento de su desarrollo (iniciación, continuación, terminación, etc.) se considera la realización del hecho verbal.

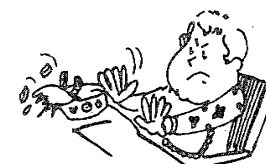
Esquema Estructural:

S + VAc.' + TO + Vinf + (O) + (C)

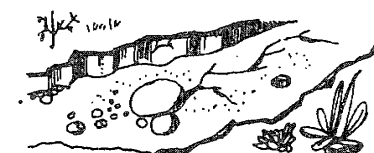
Margaret *loves to eat* chocolates.



My baby *dislikes to eat* vegetables.

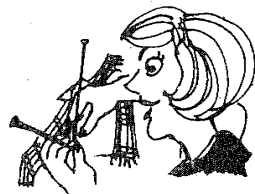


The stream *started to dry up* two years ago.



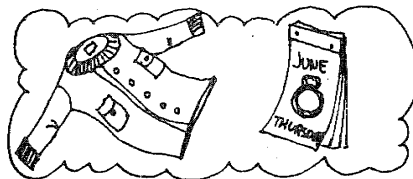


Mrs. Brown *began to knit* a sweater
this morning.



and

she *expects to finish* it in three
days



You *need to be* firm with Bobby.



OBSERVE

MARGARET LOVES TO EAT CHOCOLATES.
MY BABY DISLIKES TO EAT VEGETABLES.
THE STREAM STARTED TO DRY UP TWO YEARS AGO.

Para indicar con qué actitud o en qué forma se considera la realización del hecho verbal, se expresa el sujeto del que se trate, luego se da, conjugado, el verbo que señala la actitud o forma de considerar la realización del hecho verbal, y por último éste, en su forma de infinitivo precedido por TO. Si hay complementos, ocuparán su lugar de costumbre después del verbo. En los casos en que es posible el imperativo, no habrá sujeto. Ej. **STOP BOTHERING YOUR BROTHER.**

Hay más de setenta de estos verbos para indicar actitud o forma de considerar la realización del hecho verbal. A continuación algunos de los más comunes:

AFFORD*	CONTINUE	FEAR	INTEND
AGREE	DECIDE	FORGET	LEARN
ATTEMPT	DEMAND	HAPPEN	LIKE
BEGIN	DISLIKE	HATE	LOVE
CEASE	EXPECT	HELP	MEAN
CONSENT	FAIL	HOPE	NEED
NEGLECT	PROMISE		STAND*
OFFER	PROPOSE		START
OMIT	REFUSE		TRY
PLAN	REGRET		WANT
PREFER	REMEMBER		WISH
PROCEED			

* Generalmente precedidos por CAN, CAN'T, COULD o COULDN'T.

21.1.1. A partir de la frase dada, vaya haciendo las sustituciones indicadas entre paréntesis. Haga las modificaciones necesarias.

- John agrees to bring the company's documents every time.
 - (yesterday) John agreed to bring the company's documents yesterday.
 - (Peter and Bob) Peter and Bob agreed to bring the company's documents yesterday.
 - (write) Peter and Bob agreed to write the company's documents yesterday.
- Alice is attempting to open the door now.
 - (they) _____
 - (the baby) _____
 - (every day) _____
- The men began to play at seven yesterday morning.
 - (work) _____
 - (Alice) _____
 - (every morning) _____



4. Mr. Brown agreed to try the new product.

4.1. (the farmers) _____

4.2. (use) _____

4.3. (sell) _____

5. They hope to have a raise every year

5.1. (my sister) _____

5.2. (last year) _____

5.3. (a promotion) _____

6. We wanted to see Helen last night.

6.1. (expect) _____

6.2. (every Saturday) _____

6.3. (he) _____

7. He expects to win the game today.

7.1. (two days ago) _____

7.2. (plan) _____

7.3. (they) _____

8. Mrs. Simpson prefers to iron clothes every Monday.

8.1. (wash) _____

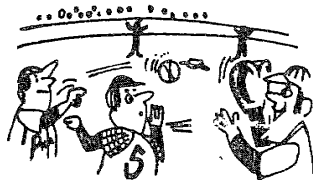
8.2. (I) _____

8.3. (the car) _____

21.1.2. Guiándose por los dibujos, complete las siguientes oraciones. Utilice los verbos *attempt, continue, decide, dislike, forget, love, need, prefer, proceed, promise y start* para indicar la actitud o forma de considerar el hecho verbal. Cada verbo corresponde a una oración. El nombre de la acción de que se trata va entre paréntesis.

(STEAL)

Gerry *attempted to steal* base.



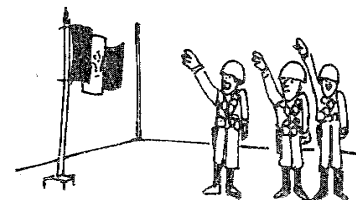
2. (CUT)

After his speech, the President
_____ the ribbon.



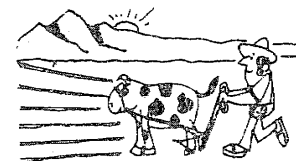
3. (DEFEND) (HONOR)

They _____
their country and _____ their
flag.



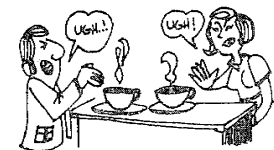
4. (PLOW)

He always _____
the field at sunrise.



5. (DRINK)

We _____ cold
coffee.



6. (BUY)

She urgently _____
shoes.



7. (DANCE)

Ted and Penny _____
_____ together all night last
Saturday.



8. (GET)

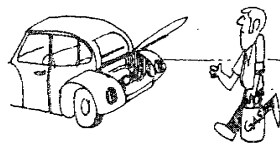
Liz _____ presents.





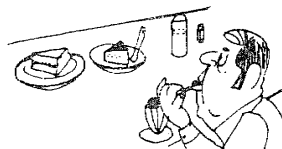
9. (PUT)

My brother _____
gasoline in his car.



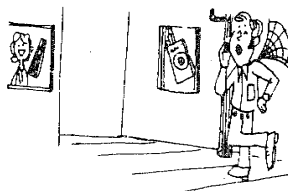
10. (EAT)

_____ ice-cream.



11. (WAIT)

He _____ only
ten more minutes for his girl
friend.

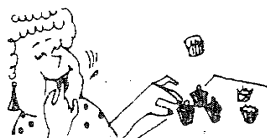


21.2. Otra forma para indicar con qué actitud o en qué momento de su desarrollo se enfrenta a la realización del hecho verbal.

Esquema Estructural.

S + VAc" + gV-ing + (O) + (C)

Margaret loves *eating* chocolates.



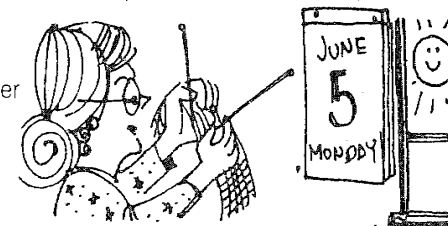
My baby *dislikes eating* vegetables



The stream *started drying* up two
years ago.



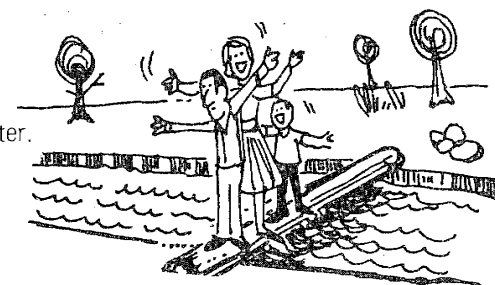
Mrs. Brown *began knitting* a sweater
this morning.



People *avoid walking* under a ladder.



We *risked falling* into the water.





OBSERVE

PEOPLE *AVOID WALKING* UNDER A LADDER.
WE *RISKED FALLING* INTO THE WATER.

Para indicar con qué actitud o en qué forma se considera la realización del hecho verbal, con ciertos verbos se utiliza el gerundio (gV-ing) en lugar del infinitivo (to + V) para nombrar el hecho verbal.

Los más comunes de éstos son los siguientes:

ADMIT	DENY	MISS
ADVISE	ENJOY	PERMIT
APPRECIATE	FINISH	QUIT
AVOID	FORBID	RECALL
COMPLETE	IMAGINE	RISK
CONSIDER	KEEP	STOP
DELAY	MIND	SUGGEST

MARGARET *LOVES TO EAT*
CHOCOLATES.

MARGARET *LOVES EATING*
CHOCOLATES.

THE STREAM *STARTED TO DRY*
UP TWO YEARS AGO.

THE STREAM *STARTED*
DRYING UP TWO YEARS AGO.

Algunos de los verbos mencionados en el punto 21.1. admiten también el gerundio (gV-ing). Ellos son los siguientes:

ATTEMPT	FEAR	LOVE	REGRET	<div> Con TO para hecho verbal futuro. Con -ING para hecho verbal pasado </div>
BEGIN	FORGET	NEGLECT	REMEMBER	
CEASE	HATE	OMIT		
CONTINUE	INTEND	PREFER		
DISLIKE	LIKE	PROPOSE	STAND (CAN'T/COULDN'T START TRY	

El verbo *HELP* combinado con CAN'T/COULDN'T y los verbos QUIT y STOP también admiten las dos formas, pero con matices diferentes de significado. Los verbos DESERVE, LEARN y NEED, admiten la forma gV-ing, pero no con valor verbal, sino sustantivo.

EXAMPLE

ROSE LEARNED DANCING.
THE HOUSE NEEDS CLEANING.

IT DESERVES STUDYING.

En los dos últimos ejemplos el hecho verbal puede cambiarse a pasiva: TO BE STUDIED, TO BE CLEANED.

21.2.1. Complete las siguientes oraciones utilizando en el orden y forma adecuados, los verbos que aparecen entre paréntesis.

- The man *admits stealing* the camera. (steal – admit).
- The experts _____ trees in this area. (advise – plant).
- We _____ from you. (hear – appreciate).
- They _____ the houses last year. (complete – build).
- Mary _____ an answer until John came. (delay – give).
- I _____ to the park. (go – suggest).
- Babies _____ their arms and legs. (enjoy – move).
- Ted _____ his homework in ten minutes. (finish – do).
- The government _____ the border last summer. (cross – forbid).
- You _____ the house with the red top. (see – recall).
- Please _____ that terrible noise. (make – stop).

21.2.2. Vuelva a escribir las oraciones que admitan el uso del gerundio (V-ing). En lugar del infinitivo que nombra el hecho verbal.

- Mr. Livingston hates to go to parties. _____
- He refused to come here. _____
- We hope to visit Europe. _____
- Ann often forgets to close the box. _____
- The women proposed to have a meeting. _____
- The mailman failed to come today. _____



7. They re offering to lend the money. _____
8. Bobby fears to be alone. _____
9. The man omitted to sign his name. _____
10. We meant to answer his questions. _____
11. He regrets to refuse the position. _____
12. The children intended to finish on time. _____
13. Margaret wishes to be an actress. _____
14. She started to paint the chairs. _____
15. I like to play tennis. _____

21.1-2.1. Indique con las iniciales sugeridas si los siguientes pares de oraciones tienen el mismo significado (S.M. = Same meaning), diferente significado (D.M. = Different meaning), o significado opuesto (O.M. = Opposite meaning).

1. He admitted writing the note. ()
He denied writing the note.
2. I consider doing the work. ()
I like doing the work.
3. She loves to go to parties. ()
She hates to go to parties.
4. They completed painting the box. ()
They finished painting the box.
5. George expects to leave early. ()
George proceeds to leave early.
6. The bell ceased ringing. ()
The bell stopped ringing.

7. The teacher permits smoking in class. ()
The teacher forbids smoking in class.
8. We advise having a meeting. ()
We propose having a meeting.
9. We agreed to listen to them. ()
We decided to listen to them.
10. The woman began to bathe her baby. ()
The woman started to bathe her baby.
11. We continue to sing. ()
We keep singing.
12. They attempted to win the game. ()
They tried to win the game.
13. You avoid coming to our house. ()
You enjoy coming to our house.
14. Mary agreed to play the piano. ()
Mary refused to play the piano.
15. We began copying the words. ()
We started copying the words.
16. Mark decided to run. ()
Mark demanded to run.
17. He failed to bring the records. ()
He offered to bring the records.
18. Mary neglected to study. ()
Mary intended to study.
19. They started to work at nine. ()
They stopped working at nine.
20. The doctor advised operating on him. ()
The doctor suggested operating him.



21.3 Para indicar con que actitud o en que momento de su desarrollo se enfrenta la *no* realización del hecho verbal.

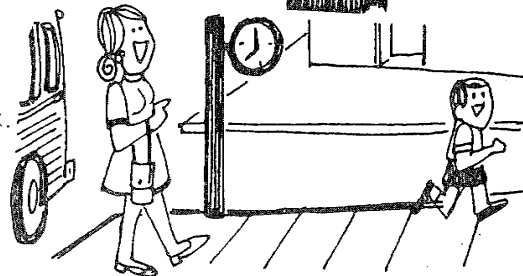
Esquema Estructural:

S + VAc + NOT + $\left\{ \begin{array}{l} \text{TO + Vinf} \\ \text{gV-ing} \end{array} \right\} + (O) + (C)$

He is trying *not to drop* the dishes.



I enjoy *not hurrying* to work.



She *preferred not to answer* him.
She *preferred not answering* him.



Mr. Peters *hates not to receive* his newspaper early.
Mr. Peters *hates not receiving* his newspaper early.



OBSERVE

HE *IS TRYING NOT TO DROP* THE DISHES.
I *ENJOY NOT HURRYING* TO WORK.

Para indicar con qué actitud o en qué forma se enfrenta la *NO* realización del hecho verbal se expresa el sujeto de que se trate, luego se da, conjugado, el verbo que señala la actitud o forma de enfrentar el hecho verbal, luego la partícula *NOT* y al final el hecho verbal en su forma de infinitivo o de gerundio exigida o permitida por el verbo de actitud o de forma de enfrentamiento.

21.3.1. Complete la segunda oración de manera que exprese básicamente la misma idea que la primera. Utilice los verbos y demás elementos entre paréntesis.

- John tries to be careful. He *tries not to be careless*. (be — careless).
- We expect to catch the plane. We _____ it. (miss).
- I propose to leave. I _____ here. (stay).
- They prefer getting up early. They _____ (late).
- The students decided to be quiet in class. They _____ in class. (talk).
- Helen hoped to rest today. She _____ today. (work).
- I dislike loafing. I. _____ (work).
- He promised to obey the traffic regulations. He _____ them. (disobey).
- The company planned to include the bonus. It _____ it. (omit).
- Debbie feared forgetting their names. She _____ them. (remember).
- We regret losing the game. We _____ it. (win).



21.4. Para indicar que *no* se toma una determinada actitud o *no* se enfrenta en cierto momento de su desarrollo la realización del hecho verbal.

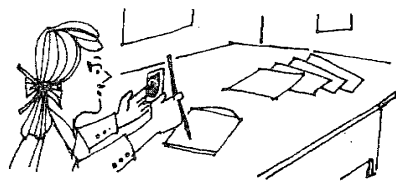
Esquemas Estructurales:

S + $\left\{ \begin{array}{c} \text{do} \\ \text{will} \end{array} \right\} + \text{NOT/N'T} + \text{VAinf} + \left\{ \begin{array}{c} \text{TO} + \text{Vinf} \\ \text{gV-ing} \end{array} \right\} + (\text{O}) + (\text{C})$

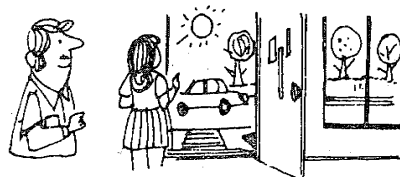
S + be + NOT/N'T + $\left\{ \begin{array}{c} \text{VA-ing} \\ \text{GOING TO} \end{array} \right\} + \text{VAinf} + \left\{ \begin{array}{c} \text{TO} + \text{Vinf} \\ \text{gV-ing} \end{array} \right\} + (\text{O}) + (\text{C})$

S + FWneg + VAc + $\left\{ \begin{array}{c} \text{TO} + \text{Vinf} \\ \text{gV-ing} \end{array} \right\} + (\text{O}) + (\text{C})$

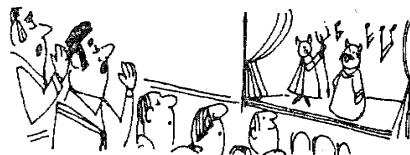
She *didn't finish* addressing the envelopes.



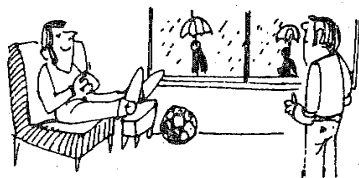
We *don't need to wear* coats today.



They *don't enjoy attending* concerts.



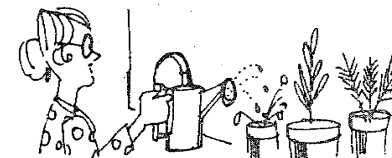
They *don't expect to play* football today.



They *aren't helping to fight* contamination.



Mrs. Brown *never neglects* watering her plants.



OBSERVE

SHE *DIDN'T FINISH ADDRESSING* THE ENVELOPES.
WE *DON'T NEED TO WEAR* COATS TODAY.
THEY *AREN'T HELPING TO FIGHT* CONTAMINATION.
MRS. BROWN *NEVER NEGLECTS WATERING* HER PLANTS.

Para indicar que no se toma una determinada actitud o no se enfrenta en cierta forma la realización del hecho verbal, se expresa el sujeto de que se trate: luego, conjugado en forma negativa, el verbo que señala la actitud o forma de considerar el hecho verbal, y al final éste, en su forma de infinitivo o de gerundio según lo exija o lo permita el verbo de actitud o forma de enfrentamiento al hecho verbal.

21.4.1. Complete las siguientes oraciones utilizando los verbos entre paréntesis. Expresa que *no* se está enfrentando con cierta actitud o en cierto momento de su desarrollo la acción señalada por el primero de los dos verbos dados en cada caso.

1. The man *didn't deny* writing the article last week. (deny – write).
2. We *don't expect to have* his answer this minute. (expect – have).



3. Grandmother never _____ us a present at Christmas. (fail – bring).
4. Marge _____ the novel last night. (finish – read).
5. Our teacher _____ in class. Don't light your cigarette. (permit – smoke).
6. I _____ for them. In fact, I do it gladly. (mind – babysit).
7. My brother _____ greasy food. (like – eat).
8. We _____ the lesson soon. (expect – finish)
9. She never _____ her house. (help – clean)
10. Ted never _____ Debbie to the circus. You misunderstood him. (offer – take).
11. I _____ as a child. At thirty it is difficult to learn. (learn – skate).
12. They _____ the work. They stopped at five. (continue – do).
13. Ann and Rose _____ a raise. They are demanding less work. (demand – have).
14. He _____ the President when he went to Washington, D.C. (imagine – see).
15. Mr. Smith _____ Mary. On the contrary, he accepted with pleasure. (refuse – help).
16. I _____ to the movies. I enjoy T.V. (miss – go).
17. She seldom _____ his letters. (delay – answer).

21.5. Para indicar o no potencialidad, obligación, permiso, etc., de enfrentar con cierta actitud o en cierto momento de su desarrollo la realización o no realización del hecho verbal.

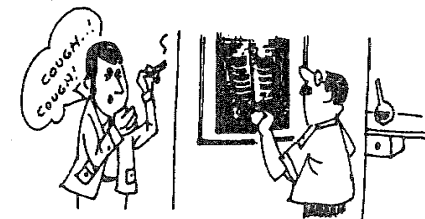
Esquemas Estructurales:

S + AUX + VAinf + $\left\{ \begin{array}{l} \text{TO + Vinf} \\ \text{gV-ing} \end{array} \right\} + (O) + (C)$

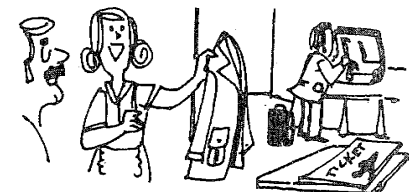
S + AUX + NOT/N'T + VAinf + $\left\{ \begin{array}{l} \text{TO + Vinf} \\ \text{gV-ing} \end{array} \right\} + (O) + (C)$

S + AUX + VAinf + NOT + TO + Vinf + (O) + (C)

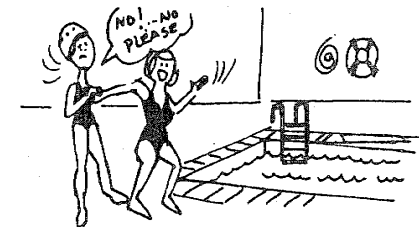
You *must* quit smoking.
Your lungs are congested.



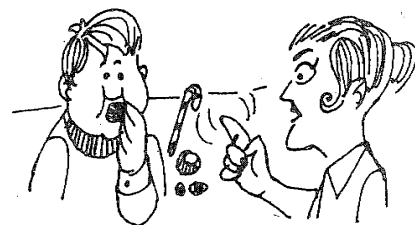
Give him the coat. He *might need* to wear it in Chicago. The weather is usually cold there this time of year.



She *can't* learn to swim. She is afraid of the water.

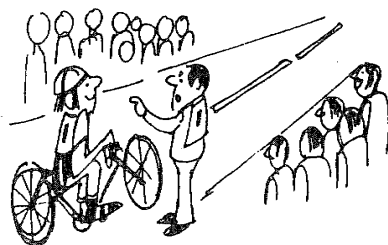


You *shouldn't* continue eating candy.
It makes you fat.





Remember! you *must try not to use* all your strength at the beginning. Save some energy for the final turn.



You *should try not to forget to mail* the letters. (... mailing)



OBSERVE

YOU MUST QUIT SMOKING.
HE MIGHT NEED TO WEAR IT.
SHE CAN'T LEARN TO SWIM.
YOU SHOULDN'T CONTINUE EATING CANDY.

Para indicar si hay o no potencialidad, obligación, permiso, etc., de tomar cierta actitud o cierta forma de enfrentamiento ante la realización o no realización del hecho verbal, se da en primer lugar el sujeto del que se trate, luego, SIEMPRE, el verbo que indica potencialidad, obligación, permiso, etc., (si se trata de no potencialidad, no obligación, etc., se usará éste en su forma negativa), en tercer término viene el NOMBRE del verbo que señala la actitud o forma de enfrentamiento, o sea el infinitivo, sin ninguna modificación; al final el infinitivo con TO o el gerundio que expresan el hecho verbal.

YOU MUST TRY NOT TO USE ALL YOUR STRENGTH AT THE BEGINNING.

Si se trata de la no realización del hecho verbal, a la forma que expresa éste se antepone la partícula NOT.

YOU SHOULD TRY NOT TO FORGET TO MAIL THE LETTERS.
(...MAILING...)

Pueden encadenarse varios verbos en esta estructura, siempre cuidando que el primero sea el de potencialidad, obligación, etc., en seguida el o los de actitud o forma de enfrentamiento al hecho verbal, teniendo en cuenta que el que va a la izquierda determina si el que le sigue va en forma de gerundio o de infinitivo, y por último el que señala la acción de que se trata.

El verbo AFFORD generalmente se usa con verbos de potencialidad. El verbo HELP cambia de sentido cuando se usa con verbos de potencialidad en negativo como en las frases: I CAN'T HELP, I COULDN'T HELP, que equivalen exactamente a I CAN'T AVOID, I COULDN'T AVOID, y como AVOID, exige que el verbo siguiente tenga la forma de gerundio: I CAN'T HELP DISLIKING EGGPLANT, I COULDN'T HELP NOTICING THE ERROR.

Dentro de estas estructuras, el verbo STAND siempre se usa con formas negativas de verbos de potencialidad, obligación, etc. CAN'T STAND, COULDN'T STAND con el sentido de CAN'T BEAR, COULDN'T BEAR, como en las frases: JOHN CAN'T STAND SEEING BLOOD, JOHN COULDN'T STAND WATCHING THE OPERATION, o JOHN CAN'T STAND TO SEE BLOOD, JOHN COULDN'T STAND TO WATCH THE OPERATION.

21.5.1 Ordene cada grupo de palabras para estructurar una oración declarativa.

1. proceed — they — now — should — the report — to write.
2. the law — breaking — you and Peter — fear — should.
3. trying — may — we — the answers — to find — keep.
4. you — promise — to your party — must — and Bob — to come.
5. at the zoo — must — taking — of the animals — love — pictures — the children.
6. can't — to waste — our time — afford — we — during exams.
7. deny — the secret — can't — you — telling — to Margaret.



8. not – they – have decided – shouldn't – to help – the students.
9. advise – not – we – taking – couldn't – the trip.
10. enjoy – they – learning – might – about animal life.
11. before – couldn't – the two men – recall – I – seeing.
12. avoid – Mr. Smith – school parties – attending – used to.
13. miss – the children – seeing – me – can't – at the circus.
14. would rather – mentioning – I – the extra expenses – omit – to my grandmother.
15. to be deprived – mustn't – of your rights – agree – you.

Módulo 10

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo el alumno:

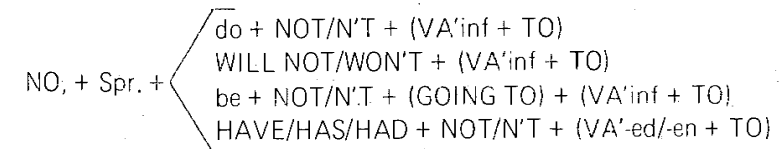
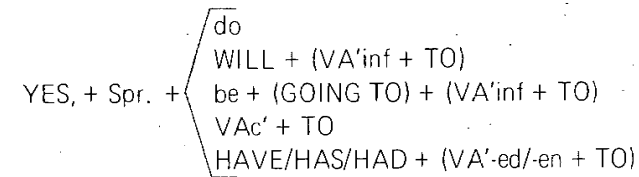
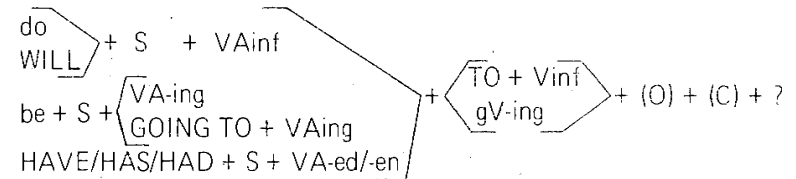
1. Estructurará oraciones para preguntar si se enfrenta una acción con una determinada actitud o en cierto momento de su desarrollo. Ejs. DOES HELEN **NEED TO REQUEST** PERMISSION? WILL THEY **KEEP INSISTING ON** THEIR PLAN? ARE YOU **PLANNING TO LEAVE** EARLY? IS MARY **GOING TO OFFER TO DO IT**?
2. Estructurará respuestas breves a las preguntas formuladas según el punto anterior, utilizando los esquemas básicos respectivos dados en Unidades anteriores. Ejs. YES, SHE **DOES**, NO, THEY **WON'T**, NO, I'M **NOT**, YES, SHE **IS**.
3. Utilizará la segunda respuesta breve afirmativa o negativa en el caso de que el verbo de actitud lo permita. Ej. YES, SHE **NEEDS TO**, NO, I'M **NOT PLANNING TO**.
4. Estructurará oraciones para preguntar si hay potencialidad, obligación, permiso, etc., de enfrentar con determinada actitud o en cierto momento de su desarrollo la realización o no realización de una acción. Ejs. CAN YOU **AVOID DOING** THAT WORK? MAY WE **BEGIN TO OPEN** THE GIFTS?
5. Utilizará los esquemas básicos de respuesta breve con Auxiliar para responder a las preguntas formuladas según el punto anterior. Ejs. YES, I **CAN**, NO, YOU **MAY NOT**.
6. En el caso de que al verbo de actitud de la pregunta le siga un infinitivo con TO, estructurará una segunda respuesta breve agregando a dicho Verbo de Actitud en Infinitivo la partícula TO. Ej. NO, YOU **MAY NOT BEGIN TO**.
7. Estructurará oraciones para preguntar un dato específico (complemento o circunstancia) sobre la actitud o el momento de desarrollo en que se enfrenta una acción, con el pronombre interrogativo correspondiente antepuesto a las preguntas formuladas según el punto 1. Ej. WHEN **DOES HELEN NEED TO REQUEST** PERMISSION?
8. Estructurará oraciones para preguntar el sujeto que se enfrenta a la realización o no realización de una acción con una determinada actitud o en cierto momento de su desarrollo, utilizando el esquema correspondiente de oración afirmativa (Módulo 9, puntos 5 y 6) con WHO, WHAT, WHICH, WHOSE, HOW MANY y HOW MUCH (seguidos o no



- de sustantivo los cuatro últimos), en el lugar del sujeto. Ejs. **WHO WANTS TO GO TO NEW YORK WITH US? WHO WAS TRYING NOT TO LAUGH? HOW MANY BOYS PROMISED TO COME?**
9. Estructurará oraciones para preguntar un dato específico (complemento o circunstancia) cuando se agrega a los anteriores un verbo de potencialidad, obligación, permiso, etc., con el pronombre interrogativo correspondiente antepuesto a las preguntas formuladas según el punto 4, Ejs. **HOW CAN YOU AVOID DOING THAT WORK? WHEN MAY WE BEGIN TO OPEN THE GIFTS?**
 10. Estructurará oraciones para preguntar el sujeto cuando se agrega a los anteriores un verbo de potencialidad, obligación, permiso, etc., con **WHO, WHAT, WHICH, WHOSE, HOW MANY** y **HOW MUCH** (seguidos o no de sustantivo los cuatro últimos) en el lugar del sujeto en el esquema correspondiente de oración afirmativa (módulo 9, punto 8) Ej. **WHO SHOULD TRY TO STUDY MORE?**
 11. Utilizará las palabras **ABOUT, AROUND, AGAINST, DOWN, INTO, OFF, THROUGH, TO, TOWARD, UP** y **UPON** en combinación con sustantivos, para indicar determinadas posiciones con relación a los seres nombrados por dichos sustantivos. Ej. **THE BOYS WALKED TOWARD THE GIRLS.**
 12. Distinguirá los significados especiales de **ABOUT** y **TO** (o **IN ORDER TO**), combinados con un infinitivo, y de **UPON** combinado con un gerundio o con un sustantivo que señala un evento o suceso, de los otros significados especiales.
 13. Utilizará como conjuntos inseparables las combinaciones de verbo (conjugado) o adjetivo más las preposiciones **ABOUT, AT, FOR, FROM, IN, INTO, OF, ON, OVER, UPON, TO** o **WITH**, propuestas en esta Unidad.

- 21.6 Para preguntar si se toma o no una determinada actitud o si se enfrenta o no en cierto momento de su desarrollo la realización del hecho verbal, y para dar respuesta breve a estas preguntas.

Esquemas Estructurales:



Do you want to dance with me?

Yes, I do.

Yes, I want to.



Does he enjoy riding on the merry-go-round?

No, he doesn't.





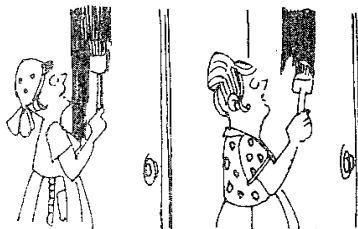
Did they begin painting the doors?

Yes, they did.

Did they begin to paint the doors?

Yes, they did.

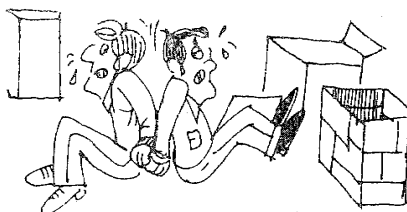
Yes, they began to.



Are they attempting to get free?

Yes, they are.

Yes, they are attempting to.



Are we going to need to take an umbrella?

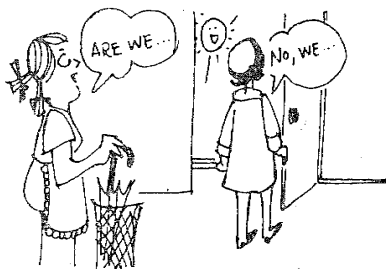
No, we aren't.

No, we aren't going to need to.

Will we need to take an umbrella?

No, we won't.

No, we won't need to.



Were you expecting to receive a check?

Yes, I was

Yes, I was expecting to.



OBSERVE

DO YOU WANT TO DANCE WITH ME?

YES, I DO.

DOES HE ENJOY RIDING ON THE

MERRY-GO-ROUND?

NO, HE DOESN'T.

ARE THEY ATTEMPTING TO GET FREE?

YES, THEY ARE.

ARE WE GOING TO NEED TO TAKE AN

UMBRELLA?

NO, WE AREN'T.

WILL WE NEED TO TAKE AN UMBRELLA?

NO, WE WON'T.

Para preguntar si se toma o no una determinada actitud o si se enfrenta o no en cierto momento de su desarrollo la realización del hecho verbal se hace la interrogación en forma ordinaria para el verbo que denota la actitud o momento de enfrentamiento como se ve en los ejemplos anteriores, es decir:

- a) DO/DOES para situación habitual
DID para pasado
WILL para futuro

En los tres casos con el verbo de actitud en infinitivo (VAinf) y antes de éste el sujeto.

- b) AM, IS, ARE, WAS, WERE para acción en desarrollo, con el verbo de actitud en su terminación -ING (VA-ing) y antes de éste el sujeto.
- c) AM, IS, ARE más GOING TO para futuro, con el verbo de actitud en infinitivo (VAinf) y el sujeto inmediatamente después de AM, IS, ARE.

Después de todo lo anterior va el hecho verbal de que se trate, en su forma de infinitivo con TO o de gerundio según lo exija el verbo de actitud.

Las respuestas breves son también las ordinarias, como se ve en los ejemplos anteriores, a la derecha.

DO YOU WANT TO DANCE WITH ME?

YES, I WANT TO.

DID THEY BEGIN TO PAINT THE DOORS?

YES, THEY BEGAN TO.

ARE THEY ATTEMPTING TO GET FREE?

YES, THEY ARE.
ATTEMPTING TO.



ARE WE GOING TO NEED TO TAKE AN UMBRELLA? **NO, WE AREN'T GOING TO NEED TO.**
WILL WE NEED TO TAKE AN UMBRELLA? **NO, WE WON'T NEED TO.**

Cuando el verbo de actitud exige que el verbo que le sigue lleve la forma de infinitivo con TO (TO + Vinf), hay una segunda respuesta breve que incluye las partículas YES, NO, seguidas de una coma (una pausa al hablar), el sujeto correspondiente, y al final el verbo de actitud conjugado más la partícula TO, como se vé en los ejemplos anteriores, a la derecha.

También se pueden hacer preguntas y dar respuestas breves con los auxiliares HAVE, HAS y HAD, solamente que en este caso el verbo de actitud va en sus terminaciones -ED o -EN (VA-ed/en). Ejs. HAVE YOU TRIED TO DO IT? YES, I HAVE/YES, I HAVE TRIED TO.

21.6.1. Complete la pregunta y la respuesta breve. Utilice los verbos entre paréntesis en los casos en que se pueda. Dé la segunda respuesta breve.

1. _____ the documents yesterday?
(deny – sign.) Yes, he _____
2. _____ the set in a month?
(expect – complete). No, they _____
3. _____ the clothes next Monday?
(help – wash). Yes, she _____
4. _____ during the next five hours?
(play – continue). No, I _____
5. _____ the check next time?
(send – delay) No, he _____
6. _____ the target? Can you
see from there? (fail – hit) Yes, you _____
7. _____ the books? (bring
–decide) Yes, we _____
8. _____ me your newspaper?
(lend – mind) No, I _____
9. _____ at seven last night?
(run – stop) Yes, it _____
10. _____ the papers tomorrow?
(sing – refuse) No, they _____
11. _____ on time?
(finish – hope) Yes, she _____

12. _____ the packages home next
time? (carry – offer) No, we _____
13. _____ for the last
exam? (prepare– neglect). No, he _____
14. _____ Christmas carols?
(like – listen to) Yes, they _____
15. _____ at 6:00 a.m. tomorrow?
(work – start) Yes, we _____

21.7 Para preguntar si hay o no potencialidad, obligación, permiso, etc., de enfrentarse cierta actitud o en cierto momento de su desarrollo a la realización o no realización del hecho verbal. Para dar las respuestas breves correspondientes.

Esquemas Estructurales:

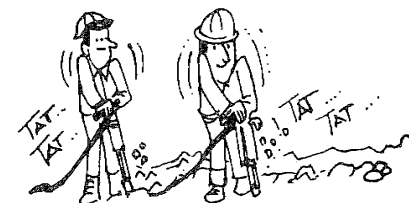
AUX + S + VAinf + $\left\{ \begin{array}{l} \text{TO + Vinf} \\ \text{gV-ing} \end{array} \right\} + (O) + (C) + ?$

do + S + HAVE
HAVE/HAS + S + GOT \rightarrow TO + VAinf + (O) + (C) + ?

YES, + Spr. + $\left\{ \begin{array}{l} \text{AUX + (VA'inf + TO)} \\ \text{do} \\ \text{HAVE/HAS/HAD + TO + (VA'inf + TO)} \\ \text{HAVE/'VE or HAS/'S + GOT TO} \end{array} \right.$

NO, + Spr. + $\left\{ \begin{array}{l} \text{AUX + NOT/N'T + (VA'inf + TO)} \\ \text{do + NOT/N'T + (HAVE TO) + (VA'inf + TO)} \\ \text{HAVE/HAS + NOT/N'T + (GOT-TO)} \end{array} \right.$

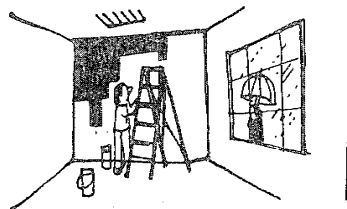
Can't they *stop making* a noise?
No, *they can't*.





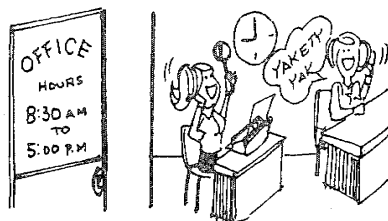
Does he *have to* delay painting
because of the rain?

Yes, *he does*.
Yes, *he has to*.



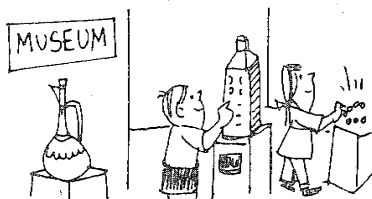
Have they *got to* start working at
8:30?

Yes, *they have*.
Yes, *they've got to*



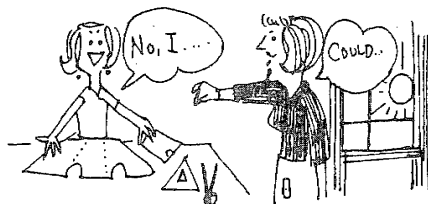
Should the administration *forbid*
touching the objects?

Yes, *it should*.



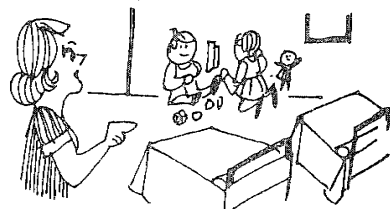
Could you *finish making* the dress
last night?

No, *I couldn't*.



Would they *rather continue* playing?

Yes, *they would*.



OBSERVE:

CAN'T THEY *STOP MAKING* NOISE? NO, *THEY CAN'T*.

HAVE THEY *GOT TO START* WORKING

AT 8:30?

YES, *THEY HAVE*.

HAVE THEY *GOT TO START TO*
WORK AT 8:30?

YES, *THEY'VE GOT TO*.

WOULD THEY *RATHER CONTINUE* PLAYING? YES, *THEY WOULD*.

Para preguntar si hay o no potencialidad, obligación, permiso, etc., de tomar cierta actitud o cierta forma de enfrentamiento ante la realización o no realización del hecho verbal, se expresa en primer término la palabra que indica la potencialidad, obligación, etc., (si es forma compuesta se toma la primera palabra), luego se da el sujeto, (en el caso de las formas compuestas se dicen el resto de las palabras que las integran), al final el verbo de actitud y del que señala la acción o hecho verbal de cuya realización se trata, en infinitivo el primero, y en infinitivo o gerundio el segundo, según ya se ha explicado.

DOES HE *HAVE TO DELAY PAINTING* YES, *HE DOES*.
BECAUSE OF THE RAIN? YES, *HE HAS TO*.

Cuando se trata de la expresión de obligación HAVE TO, la pregunta se hace con los auxiliares DO/DOES/DID en forma normal.

Las respuestas breves son las que se vieron en la Unidad 13. En el caso de que el verbo de actitud sea de los que exigen que el hecho o acción verbal vaya en infinitivo con TO, hay una segunda respuesta breve que incluye también el verbo de actitud en infinitivo, seguido de la partícula TO.

21.7.1. Complete las respuestas breves. Use todas las formas posibles.

1. Might we expect to see them tonight?

Yes, _____

Yes, _____

2. Would they rather quit polishing the silver?

No, _____

No, _____

3. Should we fear failing the final exam?

No, _____



4. Do you have to delay writing the notes? (sing.)
Yes, _____
Yes, _____
5. Could you begin to iron the clothes before breakfast? (sing).
Yes, _____
Yes, _____
6. Can you afford to spend the twenty dollars? (pl.)
No, _____
No, _____
7. Might they consider creating a scholarship?
Yes, _____
8. Did he use to avoid getting up early?
Yes, _____
Yes, _____
9. Should they begin to work?
Yes, _____
Yes, _____
10. Are you able to offer to help Louise and Mary?
No, _____
No, _____
11. Can they demand to have a week's vacation?
No, _____
No, _____
12. Would your brother rather begin speaking French?
No, _____
No, _____
13. Did they use to enjoy visiting us?
Yes, _____
Yes, _____
14. Have you got to finish writing that letter?
No, _____
No, _____
15. Might Ann try to find out the truth?
Yes, _____
Yes, _____

21.7.2. A partir de la pregunta base, vaya sustituyendo con los elementos que se le dan entre paréntesis a la derecha haga los cambios necesarios.

1. Can John begin to take the course next week?
1.1 (finish) *Can John finish taking the course next week?*
1.2. (have to) *Does John have to finish taking the course next week?*

1.3. (the children) *Do the children have to finish taking the course next week?*

2. Should they offer to help Ann Marie?
2.1. (teach) _____
2.2. (start) _____
2.3. (continue) _____
3. Have you got to plan to visit them?
3.1. (Jonathan subject) _____
3.2. (advise) _____
3.3. (operate on) _____
4. Might the company fail to deliver the merchandise?
4.1. (buy) _____
4.2. (neglect) _____
4.3. (consider) _____
5. May we finish eating the chocolates?
5.1. (refuse) _____
5.2. (wrap) _____
5.3. (complete) _____
6. Did they have to delay sending the letters?
6.1. (might) _____
6.2. (fail) _____
6.3. (miss) _____
7. Can you imagine winning the contest?
7.1. (attending) _____
7.2. (afford) _____
7.3. (lose) _____
8. Should they demand to see the president?
8.1. (talk to) _____
8.2. (plan) _____
8.3. (have to) _____
9. Would they rather forget going there?
9.1. (not risk) _____
9.2. (promise) _____
9.3. (quit) _____



- 21.8 Para pedir datos específicos relacionados con la actitud o el momento de su desarrollo en que se enfrenta un hecho verbal, o con la potencialidad, obligación, permiso, etc, de enfrentarlo con dichas actitudes o en dichos momentos de su desarrollo.

Esquemas Estructurales:

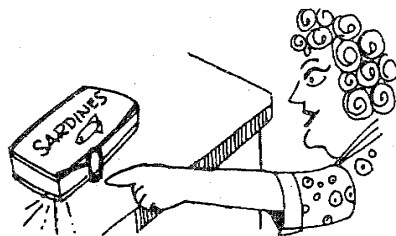
qwOC
qwSp+ (N) + $\left\{ \begin{array}{l} \text{do} \\ \text{WILL} \\ \text{AUX} \end{array} \right\} + S + \text{VAinf} + \left\{ \begin{array}{l} \text{TO} + \text{Vinf} \\ \text{gV-ing} \end{array} \right\} + (O) + (C) + ?$
be + S + VA-ing
HAVE/HAS/HAD + S + VA-ed/-en + $\left\{ \begin{array}{l} \text{TO} + \text{Vinf} \\ \text{gV-ing} \end{array} \right\} + (O) + (C) + ?$

qwS + $\left\{ \begin{array}{l} \text{VAc3s} \\ \text{WILL} \\ \text{AUX} \end{array} \right\} + \text{VAinf} + \left\{ \begin{array}{l} \text{TO} + \text{Vinf} \\ \text{gV-ing} \end{array} \right\} + (O) + (C) + ?$
be3s + VA-ing
HAS HAD + VA-ed/-en + $\left\{ \begin{array}{l} \text{TO} + \text{Ving} \\ \text{gV-ing} \end{array} \right\} + (O) + (C) + ?$

qwSp + (N) + $\left\{ \begin{array}{l} \text{VAc} \\ \text{WILL} \\ \text{AUX} \end{array} \right\} + \text{VAinf} + \left\{ \begin{array}{l} \text{TO} + \text{Vinf} \\ \text{gV-ing} \end{array} \right\} + (O) + (C) + ?$
be + VAing
HAVE/HAS/HAD + VA-ed/-en + $\left\{ \begin{array}{l} \text{TO} + \text{Vinf} \\ \text{gV-ing} \end{array} \right\} + (O) + (C) + ?$

Where do I have to start opening
(to open) the can?

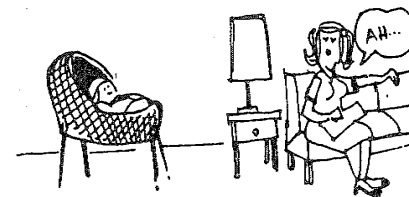
At the corner.



In what manner did they decide
to walk?
Quietly.



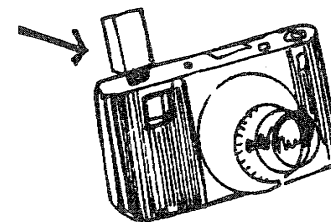
When can she try to read?
After her baby is asleep.



What shouldn't they like to eat?
Candy.



What could fail to operate?
The flash.



Who likes to drink milk?
The baby.





OBSERVE

WHERE DO I HAVE TO START OPENING THE CAN? ... TO OPEN...

HOW DID THEY DECIDE TO WALK?

WHEN CAN SHE TRY TO READ?

WHAT SHOULDN'T THEY LIKE TO EAT?

Para pedir datos específicos relacionados con la actitud o forma de enfrentamiento al hecho verbal, o con la potencialidad, obligación, permiso, etc., de tomar dichas actitudes o formas de enfrentamiento se da en primer término la palabra interrogativa que pide el dato que se desea, y luego se estructura la pregunta según se ha descrito en los puntos 21.6. y 21.7. Esto si el dato pedido no es el sujeto de la oración

WHAT COULD FAIL TO OPERATE?

WHO LIKES TO DRINK MILK?

Cuando el dato pedido es el sujeto de la oración se utiliza en primer término, en la posición del sujeto, la palabra interrogativa WHO (si el sujeto pedido es persona o ser personificado) o WHAT (si el sujeto pedido es cualquier otro ser). El resto de la oración se estructura como si fuera una aseveración, tal como quedó explicada en los puntos 21.1, 21.2 y 21.5.

21.8.1. Estructure una pregunta con cada uno de los siguientes grupos de palabras.

1. help – spelling mistakes – who – can't – correcting.
2. doing – Mrs. Smith – what – enjoy – may – tomorrow.
3. Would – stop – you – what – buying – rather.
4. used to – going – who – into a dark room – fear.
5. the letters – might – finish – they – writing – how – on time.
6. having – dislike – the boys – what – do – for breakfast.

7. parking – when – there – they – go to – permit – have.

8. his child – learn – what – should – to control.

9. bring – I – did – my homework – when – neglect – to.

10. your book – find – where – you – hope – do – to.

11. buy – what – they – afford – to – couldn't – yesterday – for the party.

12. the letters – when – consider – we – sending – should.

13. offer – have to – they – to whom – English – teach – to – do.

14. you – to – cut – this morning – did – mean – the flowers.

15. Alice – to – expect – might – the information – find – where.

21. Voc.A. Las palabras **about**, **around**, **against**, **down**, **into**, **off**, **through**, **toward**, **up** y **upon** para indicar posición.

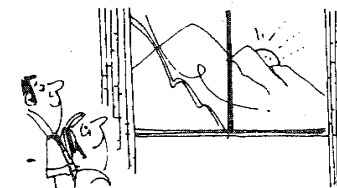
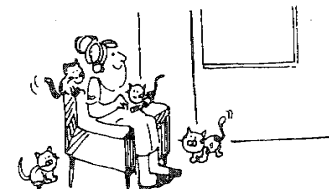
ABOUT/AROUND – On all sides of, encircling.

There are always four or five cats **about**.

There are always four or five cats **around**.

It's **about** six a.m. The sun is coming out.

It's **around** six a.m. The sun is coming out.

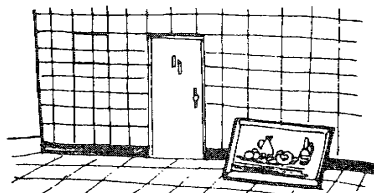


AGAINST – In opposite direction to/adjoining/in collision with. We are moving **against** the wind.

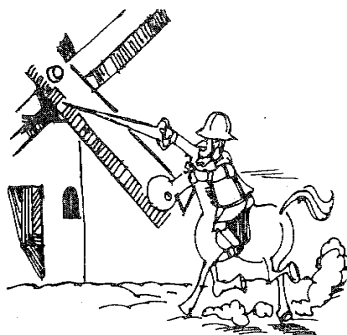




He placed the picture up *against* the wall.



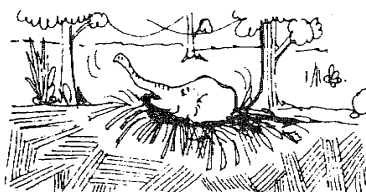
Don Quixote fought
against a windmill.



DOWN — In a descending direction.
They are coming *down* the hill.



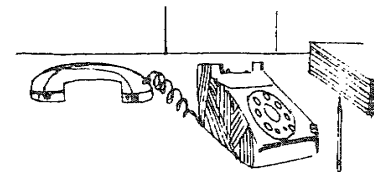
INTO — To the interior of /inside
the nature of
The elephant fell *into* the trap.



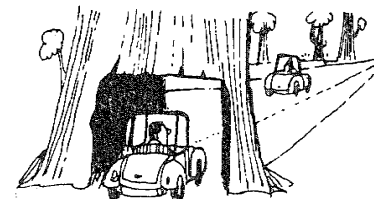
Boiling water turns *into* steam.



OFF — Not on, separated from
The telephone is *off* the hook



THROUGH — From one side to the
opposite, from one extreme to
the other / by means of
Many cars pass *through* this giant tree.



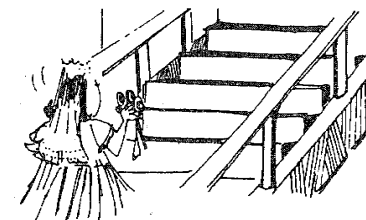
He received the package *through*
the mail.



TOWARD(S) — In a course leading to,
in the direction of /
She was running *toward(s)* the empty
chair.



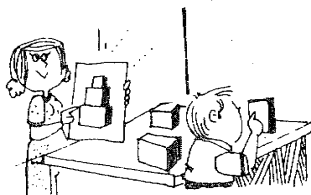
UP — In an ascending direction.
The bride is going *up* the staircase.



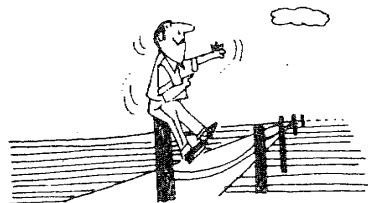


UPON – On, sometimes with an upward motion.

You have to place one block *upon* the other.



They found Bob seated *upon* the top of the pole.

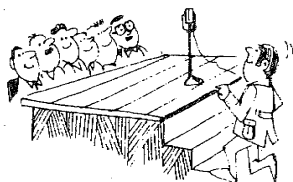


21.Voc.A.1. Complete guiándose por los dibujos. Utilice *about*, *against*, *around*, *down*, *into*, *off*, *through*, *toward (s)*, *up* o *upon*.

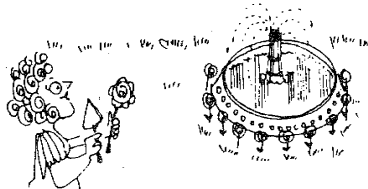
1. They're driving _____ the tunnel.



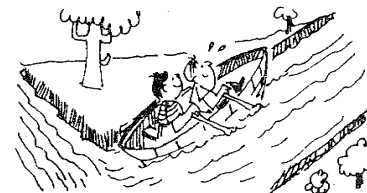
2. John is going to be _____ the platform.



3. She planted flowers _____ the fountain.



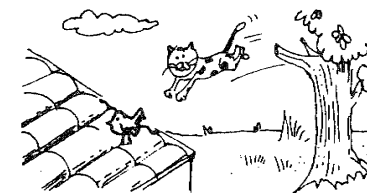
4. The boys are rowing _____ the river.



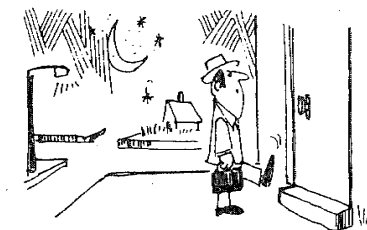
5. Bobby is getting out _____ the window.



6. The cat jumped _____ the bird.



7. He came _____ midnight.
(approximately).

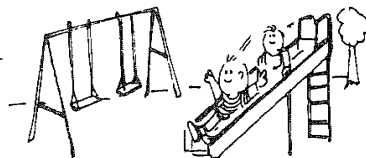


8. The man was leaning _____ the window.

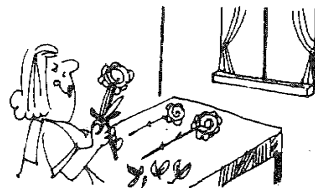




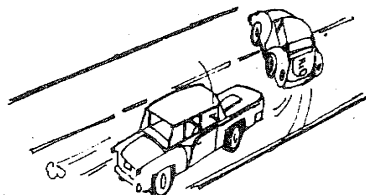
9. The children are coming _____ the slide.



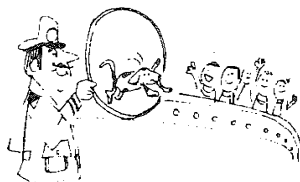
10. I'm cutting the leaves _____ the roses.



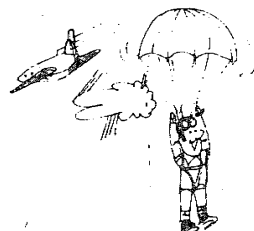
11. The first car turned _____ the left.



12. The little dog jumps _____ the hoop.



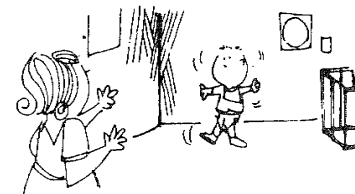
13. The man is coming _____ by parachute.



14. The boys are all _____ the new girl.



15. The baby is walking _____ his mother.



21. Voc.B. Usos especiales de las preposiciones *about*, *to* (*in order to*) y *upon*.

ABOUT – Just going to, at the point of.

We have to write only two more lines. We are *about* to finish.

Their train leaves in two minutes. They're *about* to begin their trip.

En esta construcción a ABOUT le sigue un infinitivo con TO (TO + Vinf), que puede a su vez tener complementos. La construcción completa va después de un copulativo.

TO – With the purpose of. Also: IN ORDER TO.

They came *to* talk to the president. They came *in order* to talk to the president.

We went to the meeting *to* explain our position. We went to the meeting *in order* to explain our position.

En esta construcción a TO o a IN ORDER TO le sigue un infinitivo (Vinf), que puede a su vez tener complementos.

UPON – Following.

They left *upon* seeing Mr. Brown.

He visited us *upon* his arrival.

Cuando la palabra UPON significa FOLLOWING siempre va seguida de un gerundio (gV-ing) con un sustantivo.



21. Voc. B.1. Complete con *about*, *upon* o *to* y la forma correcta del verbo en paréntesis, guiándose por el contexto. En algunos casos no se necesita forma verbal.

1. She began to cry _____ the house. (leave)
2. Margaret came _____ us. (help).
3. The telephone is _____. (ring) It always rings at this time approximately.
4. Did he call _____ you of the exact situation? (inform).
5. Is she going to write you _____ in London? (arrive).
6. Did he suffer his stroke _____ his appointment as ambassador? .
7. They dismantled the machine _____ it to us. (ship).
We'll have to hire somebody to assemble it again.
8. We ordered the books _____ the list from Helen. (receive).
9. This is the last part of Unit 21. We are _____
Unit 22. (begin).
10. They communicated with us _____
their departure from Rome and subsequent arrival in Florence.
11. Nobody said anything _____ Helen. (surprise).
12. They dissolved the company _____ all their debts. (pay).
13. The Clarks are _____ a ranch in California. (buy).
14. She sold her car _____ a station wagon. (buy).
She needed the money for the purchase.
15. She was taken to a psychiatric clinic _____
her attempt to commit suicide.

21. Voc.C. Algunos adjetivos y verbos de los más comunes, con las preposiciones que los acompañan normalmente.*

ABOUT

(be) angry about (something)

John is *angry about* the new company rules.

(be) enthusiastic about (or over)

They were *enthusiastic about* the idea of their trip.

complain about

Stop *complaining about* the situation.

AT

(be) angry at (somebody)

He's *angry at* the thought of losing his job.

* Ver apéndice 1, donde se incluyen algunos grupos más de adjetivos o verbo con preposición, y algunas frases con preposición.

arrive at (place other than continent, country, state or city)
(See Unit XIV).

look at

Ann *arrived at* the office before all others.

Please *look at* me.

FOR

(be) homesick for

blame (somebody or something) for

I'm *homesick for* my family and friends.

They will *blame* Mr. Brown for their failure.

FROM

(be) tired from (be physically exhausted from)

Henry's *tired from* working in the garden all day yesterday.

borrow (something) from

Mrs. Lee never wants to *borrow* money *from* us

stop (somebody or something) from

The policeman *stopped* the man *from* causing a disturbance.

IN

(be) interested in

Are you *interested* in his project?

arrive in (continent, country, state or city) (See Unit XIV)

Did it *arrive in* Monterrey on time?

INTO

(be) look into (investigate, examine) translate
from X into Y

Please *look into* this matter at once.
We're going to *translate* the poem *from* English *into* Spanish.

OF

(be) kind of (somebody) to

think of

(be) tired of (be emotionally exhausted)

It was *kind of* Helen *to* telephone us the news.

I'm constantly *thinking of* you.

Are they *tired of* the situation?

ON/UPON

agree on/agree upon (something)

They couldn't *agree on* the price.

depend on/depend upon

I'm going to *depend on* you for doing the job.

**OVER**

(be) in tears over

She's in *tears over* her school grades. They were low.**TO**

(be) married to

Susan is *married to* my husband's brother.

(be) accustomed to

We are *accustomed to* seeing her in a bikini.

(be) used to*

We are *used to* seeing her in a bikini.

* Esta no es la misma forma que USED/DIDN'T USE que va seguida del infinitivo con TO (TO + Vinf). USED TO siempre va después de una forma del verbo BE y seguida de un gerundio (gV-ing)

WITHAgree with (somebody)
on (something)He *agreed with* us *on* the solution to Mark's problem.Supply (somebody or something)
withI always *supply* them *with* candy for the children.**OBSERVE**

Henry's *tired from working* in the garden all day yesterday.
The policeman *stopped* the man *from causing* a disturbance.
I'm going to *depend on* you *for doing* the job.
We are *accustomed to seeing* her in a bikini.

La preposición que integra frases verbales o adjetivas generalmente va seguida del gerundio (gV-ing). Excepción: ABOUT = just going to: HE'S **ABOUT TO COME**.

No confundir la preposición TO con la partícula TO signo de infinitivo que aparece en la combinación USED/DIDN'T USE + TO + Vinf antes mencionada, en las combinaciones WANT TO, NEED TO, ETC., + Vinf, estudiadas en esta Unidad, en la expresión KIND OF. . . TO + Vinf, ETC.,

21. Voc.C.1. Complete con *about, at, for, from, in, into, of, on/upon, over, to* o *with* según corresponda. Si falta el verbo, escríbalo en la forma en que debe ir. El infinitivo de dicho verbo se le da entre paréntesis al final.

1. It is kind _____ Mrs. Brown _____ us a ride. (offer).
2. We feel homesick _____ mother's cooking
3. The manager became interested _____ her idea.
4. We cannot agree _____ you _____ your decision.
5. We haven't looked _____ his proposal carefully.
6. He didn't agree _____ five thousand dollars for the machine. (pay).
7. Pat was tired _____ so many miles. (drive).
8. You never complained _____ his behavior.
9. How many people depend _____ you for subsistence? .
10. The poor woman was _____ her family. (leave).
11. Mr. Kent supplies our company _____ electrical appliances.
12. Please don't be angry _____ his mistake.
He won't make the same mistake again.
13. Can you translate this letter _____ Spanish?
It is written in German.
14. They have become tired _____ our demands.
15. Is your sister married _____ doctor or
or to a lawyer?
16. We aren't used _____ at 5. (get up).
17. When is he going to arrive _____ Switzerland? .
18. Mark is not enthusiastic _____ overtime. (work).
19. The manager blamed me _____ the sale. (lose).
20. We can't think _____ him of
his job. (deprive).
21. Nothing stopped him _____ others. (help).
22. We always arrive _____ school on time.
23. Mrs. Simpson is never angry _____ at the thought of
her husband leaving her.
24. How much money did you borrow _____
the bank this morning?
25. Henry's not accustomed _____ up late. (stay).

SECCION DE TRADUCCION.

Ejemplos para observar:

1. They had been trying to find the answer.
2. The Clarks were angry about the man's crazy demands.
3. This one is mine, where's yours? .

Habían estado tratando de encontrar la respuesta.

Los Clark estaban furiosos por las irrazonables demandas del hombre. Este es mío, ¿dónde está el (tuyo) o Esta es mía, ¿dónde está la (tuya)



4. I cannot find the note anywhere.
5. Money isn't everything in life.
6. He got tired of listening to the same things over and over.
7. Could you attempt to do it? .
8. Please don't get behind Mark.
9. Bobby won't start eating now.
10. I should avoid thinking of him from now on.

No puedo encontrar la nota en ninguna parte.

El dinero no es todo en la vida.

(El) Se cansó de oír las mismas cosas una y otra vez.

¿Podrías intentar hacerlo? .

Por favor no te pongas detrás de Mark.

Bobby no empezará a comer ahora.

(Yo) Debería evitar pensar en él de ahora en adelante.

21. Trad. 1. Traduzca.

1. Don't follow his example, it is bad for you.

2. Margaret insisted on coming today.

3. Never stop striving for justice.

4. Friendship needs to have freedom to exist.

5. I could see the children nowhere.

6. You got a beautiful doll for Christmas.

7. The baby's about to start crying.

8. She must refuse to obey his despotic orders.

9. Do you mind translating this into English?

10. Ours is the one parked near the pole.

LECTURA DE COMPRENSION

Lea cuidadosamente la siguiente biografía y luego conteste las preguntas que se le hacen.

LOUIS AGASSIZ, THE MAN WHO TAUGHT HIS STUDENTS TO "SEE"

Louis Agassiz is considered one of the really great American naturalists, but he was not an American by birth but by naturalization. He was born in Matier-en Vally, Canton Fribourg, Switzerland on May 28, 1807. He acquired his American nationality thirty-one years later, in 1848.

From his very early childhood he was vividly interested in natural science, and this made all his teachers put special zeal in helping him learn. He seemed specially inclined to zoology, and had all kinds of pets in his room. These appeared to be perfectly happy and confident in his presence.

His father, who was a poor clergyman, thought he should become a businessman and thus make a lot of money, but Louis was definitely bent on science. He had been strongly advised to study medicine and his personal inclination was natural science, so he studied both in Zurich, Heidelberg and Munich, after attending the *gymnasium* in Berne and the Academy of Lausanne. In Zurich he took a degree in philosophy. Later, in 1830, he graduated as a medical doctor in Munich. During these years of university studies, he was given the opportunity to work on the study and classification of a collection of fishes from the Amazon and other parts of Brazil, brought by J.B. Spix and C.P.J. von Martins. He then published the results of his work in a book which brought him fame, but no money.

From Munich he went to Paris. There he worked under the most distinguished ichthyologist of his time, Georges Cuvier. In Paris he made good friends, among them Baron von Humboldt, who obtained a chair in natural history at Neuchâtel for him. He moved thus to Neuchâtel to teach there, but also to continue his research work on fishes: living species first, and then fossil fishes; and from fossil fishes his interest extended to other kinds of fossils, such as echinoderms and mollusks, and also to rocks, until he became interested in geology too. In Neuchâtel he was the center of a small community of students and men of science, with whom he shared his enthusiasm, his work, and the money he made from his books and lectures. His most important publications of this epoch were his five volumes on research on fossil fishes (almost one thousand), which appeared from 1833-1844, a monography on fossil fishes found in the British Isles and in Russia, published from 1842 to 1846, and a catalogue of all the scientific names of animals classified since about 1760, which later served as the basis for the catalogue of the United States Natural Museum. He also published a number of works on glaciers as the result of his studies on the glaciers of his native country. From these studies he concluded that all northern Europe and America had been covered by great glaciers, since all had unstratified pebbles.

By 1846 he had acquired fame as a man of science. He was one of the best if not *the best* in his field at the time. The most eminent biolo-



gists, botanists, zoologists, and geologists were his friends. At this time he was invited to give a series of lectures at the Lowell Institute of Boston, Massachusetts. These lectures were a great success and he was invited to remain in the United States. Since he had wanted for some time to study the geology and natural history of North America, he accepted the Chair of Natural History at the Lawrence Scientific School of the University of Harvard, and in 1848 the professorship of zoology there. From then on he was a Harvard scholar until his death, except for three years, from 1851 to 1854, in which he taught at the medical college of the University of South Carolina, in Charleston. His first wife had died in Europe, and he married an American, which was perhaps one of the reasons why he never returned to work in Europe, although he received important offers from European universities.

Louis Agassiz was an excellent teacher, not because of his great knowledge, or because he poured all of his knowledge upon his students, but because he managed to develop in them the ability to really "see" things and the interest to find out things by themselves and not to just learn the facts found by others. He thought that in natural sciences *observation* was the key word for learning. In spite of his extraordinary value and ability as a teacher, he didn't teach all through his years at Harvard, because he was given the opportunity to devote himself to his own research.

The Museum of Comparative Zoology was established at Harvard in 1859 mainly through his efforts, and with his own collections and money. Here many young biology scholars came to work with him and to learn from him. He also endeavored, in 1873, to get a summer school established on a small island off the coast of Massachusetts, where students were given the opportunity to study zoology out of doors, observing the different species directly.

He never stopped lecturing and publishing. His work in America included a biological and geological survey of Lake Superior (northern and eastern shores), in 1848; next, in 1850-1851, he studied the Coral Reefs in Florida; and later Brazil and the coasts of California. He published the four volumes of *Contributions to the Natural History* of the United States (1857-1862), and also *The Structure of Animal Life*, among other less important works in 1862; and in 1863 his *Methods of Study in Natural History*. The list of his most important works published in the United States ends with the book *A Journey in Brazil* (1868), and his two volumes of *Geological Sketches* (1866-1876), which appeared posthumously.

He died in Cambridge, Massachusetts, on December 14, 1873, while still very active in his work, but he went on living in the minds of the many students whom he helped discover in themselves the ability to really "see" things with a scientific eye.

Questions:

1. Which was Louis Agassiz' native land?

2. When did he become an American by naturalization?

3. In what was he vividly interested from early childhood?

4. Why did he study medicine?

5. Where and when did he graduate as a medical doctor?

6. From where had J.B. Spix and C.P.J. von Martins brought their collection of fishes?

7. Who was Georges Cuvier?

8. What did Baron von Humboldt obtain for Louis Agassiz?

9. With whom did Agassiz share his enthusiasm, his work and his money at Neuchâtel?

10. In how many volumes did he publish his research on fossil fishes, and about how many fishes were included?

11. Where was he invited to give a series of lectures in 1846?

12. Where did he teach from 1851 to 1854?

13. Why was Louis Agassiz an excellent teacher?

14. What did he contribute to the Museum of Comparative Zoology at Harvard?



Respuesta a los ejercicios

Módulo 9

21.1.1.

1. John agrees to bring the company's documents every time.
 - 1.1 (yesterday) John agreed to bring the company's documents yesterday.
 - 1.2. (Peter and Bob) Peter and Bob agreed to bring the company's documents yesterday.
 - 1.3. (write) Peter and Bob agreed to write the company's documents yesterday.
2. Alice is attempting to open the door now.
 - 2.1. (they) They are attempting to open the door now.
 - 2.2. ((the baby) The baby is attempting to open the door now.
 - 2.3. (every day) The baby attempts to open the door every day.
3. The men began to play at seven yesterday morning.
 - 3.1. (work) The men began to work at seven yesterday morning.
 - 3.2. (Alice) Alice began to work at seven yesterday morning.
 - 3.3. (every morning) Alice begins to work at seven every morning.
4. Mr. Brown consented to try the new product.
 - 4.1. (the farmers) The farmers agreed to try the new product.
 - 4.2. (use) The farmers agreed to use the new product.
 - 4.3. (sell) The farmers agreed to sell the new product.
5. They demand to have a raise every year.
 - 5.1. (my sister) My sister hopes to have a raise every year.
 - 5.2. (last year) My sister hoped to have a raise last year.
 - 5.3. (a promotion) My sister hoped to have a promotion last year.
6. We wanted to see Helen last night.
 - 6.1. (expect) We expected to see Helen last night.
 - 6.2. (every Saturday) We expect to see Helen every Saturday.
 - 6.3. (he) He expects to see Helen every Saturday.

7. He expects to win the game today.
 - 7.1. (two days ago) He expected to win the game two days ago.
 - 7.2. (plan) He planned to win the game two days ago.
 - 7.3. (they) They planned to win the game two days ago.
8. Mrs. Simpson prefers to iron clothes every Monday.
 - 8.1. (wash) Mrs. Simpson prefers to wash clothes every Monday.
 - 8.2. (I) I prefer to wash clothes every Monday.
 - 8.3. (the car) I prefer to wash the car every Monday.

21.1.2.

1. Gerry attempted to steal base.
2. After his speech, the President proceeded to cut the ribbon.
3. They promised to defend their country and (to) honor their flag.
4. He always starts to plow the field at sunrise.
5. We dislike to drink cold coffee.
6. She urgently needs to buy shoes.
7. Ted and Penny continued to dance together all night last Saturday.
8. Liz loves to get presents.
9. My brother forgot to put gasoline in his car.
10. I prefer to eat ice-cream.
11. He decided to wait only ten more minutes for his girl friend.

21.2.1.

1. The man admits stealing the camera. (steal – admit).
2. The experts advise planting trees in this area. (advise – plant).
3. We appreciate hearing from you. (hear – appreciate).
4. They completed building the houses last year. (complete – build).
5. Mary delayed giving an answer until John came. (delay – give).
6. I suggest going to the park. (go – suggest).
7. Babies enjoy moving their arms and legs. (enjoy – move).
8. Ted will finish doing his homework in ten minutes. (finish – do) (or Ted is going to finish doing...).
9. The government forbade crossing the border last summer. (cross – forbid).
10. You recall seeing the house with the red top. (see – recall) (or You recalled...).
11. Please stop making that terrible noise. (make – stop).

21.2.2.

1. Mr. Livingston hates to go to parties.
Mr. Livingston hates going to parties.



2. He refused to come here.
3. We hope to visit Europe.
4. Ann often forgets to close the box.
Ann often forgets closing the box.
5. The women proposed to have a meeting.
The women proposed having a meeting.
6. The mailman failed to come today.
7. They are offering to lend the money.
8. Bobby fears to be alone.
Bobby fears being alone.
9. The man omitted to sign his name.
The man omitted signing his name.
10. We meant to answer his questions.
11. He regrets to refuse the position.
He regrets refusing the position.
12. The children intended to finish on time.
The children intended finishing on time.
13. Margaret wishes to be an actress.
14. She started to paint the chairs.
She started painting the chairs.
15. I like to play tennis.
I like playing tennis.

21.1-2.1.

1. He admitted writing the note.
He denied writing the note. (O.M.)
2. I consider doing the work.
I like doing the work. (D.M.)
3. She loves to go to parties.
She hates to go to parties. (O.M.)
4. They completed painting the box.
They finished painting the box. (S.M.)
5. George expects to leave early.
George proceeds to leave early. (D.M.)
6. The bell ceased ringing.
The bell stopped ringing. (S.M.)
7. The teacher permits smoking in class. (O.M.)

The teacher forbids smoking in class.

8. We advise having a meeting.
We propose having a meeting. (D.M.)
 9. We agreed to listen to them.
We decided to listen to them. (D. M.)
 10. The woman began to bathe her baby.
The woman started to bathe her baby. (S.M.)
 11. We continue to sing.
We keep singing. (S.M.)
 12. They attempted to win the game.
They tried to win the game. (S.M.)
 13. You avoid coming to our house.
You enjoy coming to our house. (D.M.)
 14. Mary agreed to play the piano.
Mary refused to play the piano. (O.M.)
 15. We began copying the words.
We started copying the words. (S.M.)
 16. Mark decided to run.
Mark demanded to run. (D.M.)
 17. He failed to bring the records.
He offered to bring the records. (D.M.)
 18. Mary neglected to study.
Mary intended to study. (D.M.)
 19. They started to work at nine.
They stopped working at nine. (O.M.)
 20. The doctor advised operating on him.
The doctor suggested operating on him. (S.M.)
- 21.3.I.
1. John tries to be careful.
He tries not to be careless. (be – careless).



2. We expect to catch the plane.
We expect not to miss it. (miss).
3. I propose to leave.
I propose not to stay here. (stay).
4. They prefer getting up early.
They prefer not getting up late. (late).
5. The students decided to be quiet in class.
They decided not to talk in class. (talk).
6. Helen hoped to rest today.
She hoped not to work today. (work).
7. I dislike loafing.
I dislike not working. (work).
8. He promised to obey the traffic regulations.
He promised not to disobey them. (disobey).
9. The company planned to include the bonus.
It planned not to omit it. (omit).
10. Debbie feared forgetting the names.
She feared not remembering them. (remember).
11. We regret losing the game.
We regret not winning it. (win).

21.4.1.

1. The man didn't deny writing the article last week. (deny – write).
2. We don't expect to have his answer this minute. (expect – have).
3. Grandmother never fails to bring us a present at Christmas. (fail – bring).
4. Marge didn't finish reading the novel last night. (finish – read).
5. Our teacher doesn't permit smoking in class. Don't light your cigarette. (permit – smoke).
6. I don't mind babysitting for them. In fact, I do it gladly. (mind – babysit).
7. My brother doesn't like to eat greasy food. (like – eat) (or ... doesn't like eating ...)
8. We don't expect to finish the lesson soon. (expect – finish).
9. She never helps to clean her house. (help – clean).
10. Ted never offered to take Debbie to the circus. You misunderstood him. (offer – take).
11. I didn't learn to skate as a child. At thirty it is difficult to learn. (learn – skate).
12. They didn't continue doing the work. They stopped at five. (continue – do) (or ... continue to do ...)

13. Ann and Rose are not demanding a raise. They are demanding less work. (demand – have).
14. He didn't imagine seeing the President when he went to Washington, D.C. (imagine – see).
15. Mr. Smith didn't refuse to help Mary. On the contrary, he accepted with pleasure. (refuse – help).
16. I don't miss going to the movies. I enjoy T.V. (miss – go).
17. She seldom delays answering his letters. (delay – answer).

21.5.1

1. proceed – they – now – should – the report – to write.
They should proceed to write the report now.
2. the law – breaking – you and Peter – fear – should.
You and Peter should fear breaking the law.
3. trying – may – we – the answers – to find – keep.
We may keep trying to find the answers.
4. you – promise – to our party – must – and Bob – to come.
You and Bob must promise to come to our party.
5. at the zoo – must – taking – of the animals – love – pictures – the children.
The children must love taking pictures of the animals at the zoo.
6. can't – to waste – our time – afford – we – during exams.
We can't afford to waste our time during exams.
7. deny – the secret – can't – you – telling – to Margaret.
You can't deny telling the secret to Margaret.
8. not – they – have decided – shouldn't – to help – the students.
They shouldn't have decided not to help the students.
9. advise – not – we – to take – couldn't – the trip.
We couldn't advise not to take the trip.
10. enjoy – they – learning – might – about animal life.
They might enjoy learning about animal life.
11. before – couldn't – the two men – recall – I – seeing.
I couldn't recall seeing the two men before.
12. avoid – Mr. Smith – school parties – attending – used to.
Mr. Smith used to avoid attending school parties.
13. miss – the children – seeing – me – can't – at the circus.
The children can't miss seeing me at the circus.
14. would rather – mentioning – I – the extra expenses – omit – to my grandmother.
I would rather omit mentioning the extra expenses to my grandmother.
15. to be deprived – mustn't – of your rights – agree – you.
You mustn't agree to be deprived of your rights.



Módulo 10

21.6.1.

1. Did he deny signing the documents yesterday? (deny – sign).
Yes, he did.
2. Do they expect to complete the set in a month? (expect – complete) No, they don't. No, they don't expect to.
3. Is she going to help to wash the clothes next Monday? (help – wash).
Yes, she is. Yes, she's going to.
4. Are you going to continue to play during the next five hours? (play – continue) (or Are you going to continue playing during the next five hours?).
No, I'm not. No, I'm not going to (continue to).
5. Is he going to delay sending the check next time? (send – delay)
No, he isn't. No, he isn't going to.
6. Did I fail to hit the target? Can you see from there? (fail – hit).
Yes, you did. Yes, you failed to.
7. Did you decide to bring the books? (bring – decide)
Yes, we did. Yes, we decided to.
8. Do you mind lending me your newspaper? (lend – mind)
No, I don't.
9. Did it stop running at seven last night? (run – stop)
Yes, it did.
10. Are they going to refuse to sign the papers tomorrow? (sign – refuse)
No, they aren't. (or ... they're not). No, they aren't going to. (... they're not...)
11. Does she hope to finish on time? (finish – hope)
Yes, she does. Yes, she hopes to.
12. Are you going to offer to carry the packages home next time? (carry – offer) (or Did you offer...)
No, we aren't. (or ... we're not). No, we aren't going to. (or ... we're not...) or No, we didn't. No, we didn't offer to.
13. Did he neglect to prepare for the last exam? (prepare – neglect)
No, he didn't. No, he didn't neglect to.
14. Do they like to listen to Christmas carols? (like – listen to) or Do they like listening to Christmas carols?
Yes, they do. Yes, they like to.
15. Are you (we) going to start to work at 6:00 a.m. tomorrow? (work – start) or Are you (we) going to start working at 6:00 a.m. tomorrow?
Yes, we are. Yes, we're going to.

21.7.1.

1. Might we expect to see them tonight?
Yes, you (we) might. Yes, you (we) might expect to.
2. Would they rather quit polishing the silver?
No, they wouldn't. No, they would rather not.
3. Should we fear failing the final exam?
No, we shouldn't.
4. Do you have to delay writing the notes? (sing.)
Yes, I do. Yes, I have to.
5. Could you begin to iron the clothes before breakfast? (sing.)
Yes, I could. Yes, I could begin to.
6. Can you afford to spend the twenty dollars? (pl).
No, we can't. No, we can't afford to.
7. Might they consider creating a scholarship?
Yes, they might.
8. Did he use to avoid getting up early?
Yes, he did. Yes, he used to.
9. Should they begin to work?
Yes, they should.
10. Are you able to offer to help Louise and Mary?
No, I'm not. No, I'm not able to.
11. Can they demand to have a week's vacation?
No, they can't. No, they can't demand to.
12. Would your brother rather begin speaking French?
No, he wouldn't. No, he would rather not. No, he would rather not start to.
13. Did they use to enjoy visiting us?
Yes, they did. Yes, they used to.
14. Have you got to finish writing that letter?
No, I haven't. No, I haven't got to.
15. Might Ann try to find out the truth?
Yes, she might. Yes, she might try to.

21.7.2.

1. Can John begin to take the course next week?
 - 1.1. (finish) Can John finish taking the course next week?
 - 1.2. (have to) Does John have to finish taking the course next week?
 - 1.3. (the children) Do the children have to finish taking the course next week?



2. Should they offer to help Ann Marie?
 - 2.1. (teach) Should they offer to teach Ann Marie?
 - 2.2. (start) Should they start to teach Ann Marie? (or ... teaching...).
 - 2.3. (continue) Should they continue to teach Ann Marie? (or ... teaching...)
3. Have you got to plan to visit them?
 - 3.1. (Jonathan) Has Jonathan got to plan to visit them?
 - 3.2. (advise) Has Jonathan got to advise visiting them?
 - 3.3. (operate on) Has Jonathan got to advise to operate on them?
4. Might the company fail to deliver the merchandise?
 - 4.1. (buy) Might the company fail to buy the merchandise?
 - 4.2. (neglect) Might the company neglect to buy the merchandise?
(or ... buying...)
 - 4.3. (consider) Might the company consider buying the merchandise?
5. May we finish eating the chocolates?
 - 5.1. (refuse) May we refuse to eat the chocolates?
 - 5.2. (wrap) May we refuse to wrap the chocolates?
 - 5.3. (complete) May we complete wrapping the chocolates?
6. Did they have to delay sending the letters?
 - 6.1. (might) Might they delay sending the letters?
 - 6.2. (fail) Might they fail sending the letters?
 - 6.3. (miss) Might they miss sending the letters?
7. Can you imagine winning the contest?
 - 7.1. (attending) Can you imagine attending the contest?
 - 7.2. (afford) Can you afford to attend the contest?
 - 7.3. (lose) Can you afford to lose the contest?
8. Should they demand to see the president?
 - 8.1. (talk to) Should they demand to talk to the president?
 - 8.2. (plan) Should they plan to talk to the president?
 - 8.3. (have to) Do they have to plan to talk to the president?
9. Would they rather forget going there?
 - 9.1. (not risk) Would they rather not risk going there?
 - 9.2. (promise) Would they rather promise to go there?
 - 9.3. (quit) Would they rather quit going there?

21.8.1.

1. help – spelling mistakes – can't – correcting.
Who can't help correcting spelling mistakes?
2. doing – Mrs. Smith – what – enjoy – may – tomorrow.
What may Mrs. Smith enjoy doing tomorrow?
3. would – stop – you – what – buying – rather.
What would you rather stop buying?
4. used to – going – who – into a dark room – fear.
Who used to fear going into a dark room?
5. the letters – might – finish – they – writing – how – on time.
How might they finish writing the letters on time?
6. having – dislike – the boys – what – do – for breakfast
What do the boys dislike having for breakfast?
7. parking – when – there – they – got to – permit – have.
When have they got to permit parking there?
8. his child – learn – what – should – to control.
What should his child learn to control?
9. bring – I – did – my homework – when – neglect – to.
When did I neglect to bring my homework?
10. your book – find – where – you – hope – do – to.
Where do you hope to find your book?
11. buy – what – they – afford – to – couldn't – yesterday – for the party.
What couldn't they afford to buy for the party yesterday?
12. the letters – when – consider – we – sending – should.
When should we consider sending the letters?
13. offer – have to – they – to whom – English – teach – to do.
To whom do they have to offer to teach English? Whom do they have to offer to teach English to?
14. you – to – cut – this morning – did – mean – the flowers.
Did you mean to cut the flowers this morning?
15. Alice – to – expect – might – the information – find – where.
Where might Alice expect to find the information?

21. Voc.A.1.

1. They are driving through the tunnel.
2. John is going to be upon the platform.
3. She planted flowers around the fountain. (about).
4. The boys are rowing up the river.
5. Bobby is getting out through the window.
6. The cat jumped upon the bird.
7. We came about midnight. (around).
8. The man was leaning against the window.



9. The children are coming down the slide.
10. I'm cutting the leaves off the roses.
11. The first car turned toward(s) the left.
12. The little dog jumps through the hoop.
13. The man is coming down by parachute.
14. The boys are all around the new girl. (about).
15. The baby is walking toward(s) his mother.

21. Voc.B.1.

1. She began to cry upon leaving the house. (leave).
2. Margaret came (in order) to help us. (help)
3. The telephone is about to ring. (ring). It always rings at this time approximately.
4. Did he call (in order) to inform you of the exact situation? (inform).
5. Is she going to write you upon arriving in London? (arrive).
6. Did he suffer his stroke upon his appointment as ambassador?
7. They dismantled the machine (in order) to ship it to us. (ship). We'll have to hire somebody to assemble it again.
8. We ordered the books upon receiving the list from Helen. (receive).
9. This is the last part of Unit 21. We are about to begin Unit 22. (begin).
10. They communicated with us upon their departure from Rome and subsequent arrival in Florence.
11. Nobody said anything (in order) to surprise Helen. (surprise).
12. They dissolved the company upon paying all their debts. (pay).
13. The Clarks are about to buy a ranch in California. (buy).
14. She sold her car (in order) to buy a station wagon. (buy). She needed the money for the purchase.
15. She was taken to a psychiatric clinic upon her attempt to commit suicide.

21. Voc.C.1.

1. It is kind of Mrs. Brown to offer us a ride.
2. We feel homesick for mother's cooking.
3. The manager became interested in her idea.
4. We cannot agree with you on your decision.
5. We haven't looked into his proposal carefully.
6. We didn't agree on paying five thousand dollars for the machine. (pay)
7. Pat was tired from driving so many miles. (drive).
8. You never complained about his behavior.
9. How many people depend on you for subsistence?
10. The poor woman was in tears over leaving her family. (leave).
10. The poor woman was in tears over leaving her family. (leave).

11. Mr. Kent supplies our company with electrical appliances.
12. Please don't be angry about his mistake. He won't make the same mistake again.
13. Can you translate this letter into Spanish? It is written in German.
14. They have become tired of our demands.
15. Is your sister married to a doctor or to a lawyer?
16. We aren't used to getting up at 5. (get up).
17. When is he going to arrive in Switzerland?
18. Mark is not enthusiastic about working overtime. (work).
19. The manager blamed me for losing the sale. (lose).
20. We can't thing of depriving him of his job. (deprive).
21. Nothing stopped him from helping others.
22. We always arrive at school on time.
23. Mrs. Simpson is never angry at the thought of her husband leaving her.
24. How much money did you borrow from the bank this morning?
25. Henry's not accustomed to staying up late. (stay).

21. Trad. 1.

1. Don't follow his example, it is bad for you.
No sigas su ejemplo, es malo para ti.
2. Margaret insisted on coming today.
Margarita insistió en venir hoy.
3. Never stop striving for justice.
Nunca dejes de luchar por la justicia.
4. Friendship needs to have freedom to exist.
La amistad necesita tener libertad para existir.
5. I could see the children nowhere.
No pude ver a los niños por ningún lado. (por ninguna parte).
6. You got a beautiful doll for Christmas.
Recibiste una hermosa muñeca para navidad.
7. The baby's about to start crying.
El bebé está a punto de empezar a llorar.
8. She must refuse to obey his despotic orders.
Ella debe rehusar obedecer sus despóticas órdenes.
9. Do you mind translating this into English?
¿Te (le) importa traducir esto al inglés?
10. Ours is the one parked near the pole.
El nuestro es el estacionado junto al poste.



Questions to LOUIS AGASSIZ, THE MAN WHO TAUGHT HIS STUDENTS TO SEE.

1. Which was Louis Agassiz native land?
It was Switzerland.
2. When did he become an American by naturalization?
In 1848.
3. In what was he vividly interested from early childhood?
In natural science.
4. Why did he study medicine?
Because he had been strongly advised to study it.
5. Where and when did he graduate as a medical doctor?
He graduated as a medical doctor in Munich, in 1830.
6. From where had J.B. Spix and C.P.J. von Martins brought their collection of fishes?
From the Amazon and other parts of Brazil.
7. Who was Georges Cuvier?
The most distinguished ichthyologist of his time.
8. What did Baron von Humboldt obtain for Louis Agassiz?
He obtained a chair in natural history at Neuchâtel for him.
9. With whom did Agassiz share his enthusiasm, his work and his money of Neuchâtel?
With a small community of students and men of science.
10. In how many volumes did he publish his research fossil fishes and about how many fishes were included?
He published it in five volumes, and the fishes included were almost one thousand.
11. Where was he invited to give a series of lectures in 1846?
He was invited to give them at the Lowell Institute of Boston.
12. Where did he teach from 1851 to 1854?
He taught at the medical college of the University of South Carolina, in Charleston.
13. Why was Louis Agassiz and excellent teacher?
Because he managed to develop in his students the ability to really "see" things and the interest to find things out by themselves and not to just learn the facts found by others.
14. What did he contribute to the Museum of Comparative Zoology at Harvard?
He contributed his efforts, his own collections, and money.

Actividades complementarias

1. Expresar tres cosas que evita hacer, tres cosas que espera hacer y tres que trate de hacer.
2. Expresar tres cosas que empieza a hacer y tres que deja de hacer a determinada hora todos los días.
3. Tratar de adjudicarse o adjudicar a una persona conocida, cada una de las actitudes o formas de enfrentamiento al hecho verbal indicadas por los verbos de la lista antes dada.
4. Señalar tres cosas que deba hacer, tres que debería disfrutar de hacer y tres que no puede considerar hacer.
5. Imaginarse que pregunta a un amigo qué cosas odia hacer, cuáles le encanta hacer y cuáles necesita hacer. Imaginarse que le pregunta qué puede rehusarse a hacer.

Ejercicios que pueda realizar conforme aprenda las estructuras:



UNIDAD XXII



Objetivos generales

Al terminar de estudiar esta Unidad el alumno:

1. Mediante la utilización de los pronombres —SELF *en la posición adecuada* estructurará tres tipos de oraciones:
 - a) Oraciones en las que la acción del verbo recae sobre el mismo que la ejecuta.
 - b) Oraciones en que se enfatiza al sujeto o al complemento directo o indirecto.
 - c) Oraciones en las que se indica que el sujeto ejecuta la acción sin ayuda o sin compañía, en este caso agregando la preposición BY.
2. Estructurará oraciones afirmativas, negativas e interrogativas, en que se indique que el sujeto tiene conocimiento, percepción o memoria del lugar, tiempo, modo, etc., de realización de una acción.
3. Estructurará oraciones afirmativas, negativas e interrogativas que indiquen que una persona o ser personificado (el sujeto de la oración), da o pide a otra (el complemento del verbo principal), información sobre el lugar, tiempo, modo, etc., de realización de una acción, de la cual es a su vez sujeto esta última persona.
4. Combinará las palabras BACK, ON, OVER y UP con verbos para darles los significados que en esta Unidad se proponen.
5. Memorizará los significados de las combinaciones de los verbos GO, LOOK, TALK y THINK con la palabra OVER.
6. Memorizará los verbos propuestos en esta Unidad que en inglés no llevan preposición, mientras en español sí la llevan.
7. Realizará las actividades complementarias de esta Unidad: pronunciación individual y en contraste de las combinaciones [ʌ], [ə], [e:r], [ɪ], [ʊ] y [or] / [o:r], conversación, traducción y lectura de comprensión.
8. Realizará los ejercicios de aplicación libre que se le sugieren.



Introducción

Instrucciones especiales para el manejo de esta Unidad.

SECCION DE PRONUNCIACION.

Las combinaciones [ΔJ], [əɾ], [e:r], [ɪɾ] [ʊ] y [or] / [o:r] son todas importantes y presentan cierto grado de dificultad al hispanohablante para que las pronuncie correctamente, pero las dos primeras son las que requieren mayor interés y esfuerzo, tanto por la frecuencia alta con que ocurren en inglés, cuanto porque no existen en español formas aproximadas a ellas.

SECCION DE ESTRUCTURAS.

Como del lugar que ocupan en cada oración los pronombres de la clase –SELF depende su significado, hay que observar cuidadosamente cuál es ese lugar en los esquemas oracionales básicos y aprenderlo. Por supuesto es indispensable conocer todas las formas –SELF/SELVES en su relación con las personas gramaticales, antes que pensar en dónde deben colocarse en la oración.

Con relación a las estructuras en que el lugar del complemento directo lo ocupa un pronombre interrogativo más un verbo en infinitivo, hay que tener en cuenta que el infinitivo conserva todo su valor verbal y puede tener complementos. En la variante en que hay un complemento indirecto, inmediatamente después del verbo principal conjugado, hay que tener en cuenta que dicho complemento, aunque no tenga la forma de tal, es a la vez el sujeto del infinitivo.

SECCION DE VOCABULARIO.

No sólo hay que memorizar las formas BACK, ON, OVER y UP con sus significados, hay que entender su posición relativa con el resto de los elementos de la oración. En el caso de las combinaciones GO OVER, LOOK OVER, TALK OVER y THINK OVER hay que poner especial atención al lugar que ocupa el complemento directo.

Los verbos y adjetivos con preposición que se presentan en esta Unidad no están en orden alfabético. Para memorizarlos conviene organizarlos alfabéticamente y luego repetirlos muchas veces, teniendo cuidado de decir como un bloque el verbo o adjetivo con la preposición que le corresponda.

No hay instrucciones especiales para las Secciones de Conversación, Traducción y Lectura de Comprensión.



Módulo 11

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Relacionará correctamente los pronombres MYSELF, YOURSELF, HIMSELF, HERSELF, ITSELF, OURSELVES, YOURSELVES, THEMSELVES, con las personas gramaticales: 1a. persona (hablante), 2a. persona (oyente), etc.
2. Utilizando los esquemas estructurales básicos propuestos en las Unidades anteriores formulará oraciones para indicar que una acción recae sobre quien la ejecuta, colocando el pronombre -SELF que corresponda al sujeto de la oración en el lugar del complemento directo o del indirecto (normalmente precedido por preposición), según convenga. Ejs. / BLAME **MYSELF** FOR HIS FAILURE, DID **HELEN** BUY THIS DRESS **FOR HERSELF**?
3. Enfatizará al sujeto o al complemento de una oración completa colocando la forma -SELF que corresponda a dicho sujeto o complemento inmediatamente después de él, o al final de la oración si lo enfatizado es el sujeto, siempre que ello no produzca ambigüedad. Ejs. **JACK HIMSELF** BROUGHT THESE PAPERS, **JACK** BROUGHT THESE PAPERS **HIMSELF**, I SAW **JACK HIMSELF** AT THE OFFICE.
4. Utilizará la preposición BY combinada con la forma -SELF que corresponda al sujeto de una oración, en la posición del complemento circunstancial de modo en el esquema oracional básico, para indicar que la acción del verbo la realiza el sujeto sin ayuda o sin compañía. Ej. I DON'T WANT TO TRAVEL **BY MYSELF**.

MEMORICE:

Saleslady: May I help you, m'am?

Customer: Yes, I want this blouse for my daughter and I also want a dress for myself.

Saleslady: Have you seen anything you like?

Customer: I like those two dresses, but I don't know which one to take.

Saleslady: The blue one is made of an excellent new material. Here, you can see for yourself how soft and nice it is.

Customer: Yes, and it is an attractive style. Maybe I should buy it; but I would like to try it on first, and the other one too.

Saleslady: Fine, there's the dressing room. Do you need any help?

Customer: No, I can manage by myself, thank you.



INTONATION PATTERN:

Saleslady: May I help you, m'am?

Customer: Yes, I want this blouse for my daughter, and I also want a dress for myself.

Saleslady: Have you seen anything you like?

Customer: I like those two dresses, but I don't know which one to take.

Saleslady: The blue one is made of an excellent new material. Here, you can see for yourself how soft and nice it is.

Customer: Yes, and it is an attractive style. Maybe I should buy it; but I would like to try it on first, and the other one too.

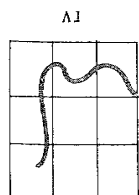


Saleslady: Fine, there's the dressing room. Do you need any help?

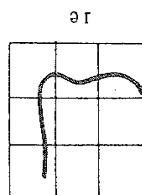
Customer: No, I can manage by myself, thank you.

PRONUNCIACION

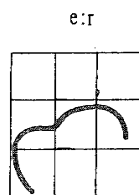
SONIDOS [ʌ], [ə], [e:r], [ɪr], [ʊr], [or/o:r]



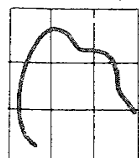
purr
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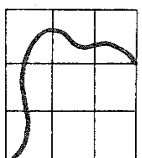
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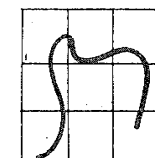
pear
or/o:r



peer



poor



pour

EJEMPLOS PARA CONTRASTAR

offer	fair	firm	lumber	beer	burn
hermetic	hair/heir	her	suffer	fear	first
zipper	pair/pear	purple	vapor	pier/peer	pearl
color	lair	learn	washer	sheer	sherbet
tuner	snare	nervous	ulcer	sear/sere	serve
splendor	dare	dirt	dreamer	smear	murder
baker	care	curse	blunder	dear/deer	derby
crusher	share	shirt	hunger	gear	girdle
neighbor	bear	bird	editor	tier/tear (noun)	terse
awkward	wear	work	crooner	near	nurture
after	tear (verb)	turret	over	severe	verb

labor	bore	burden	eager	yogurt	gurgle
odor	adore	durst	dollar	lured	lurk

polar	lore	lurch	grammar	moor	murder
actor	tore	term	figure	your	yearn
mediocre	core	curse	injure	adjure	adjourn
differ	for	fern	burner	nourish	nurse
minor	ignore	nerve	supper	poor	purse
summer	more	mercy	usher	sure	shirt
copper	pore	per	alter	tour	turn
eager	gorge	girl	lecture	ligature	churn
author	thorn	thorough	blunder	durable	dirty

OBSERVE

COMBINACIONES MAS COMUNES QUE LLEVAN EL SONIDO [ʌ]

consonante + er	Ej. <i>term</i>
consonante + ir	Ej. <i>bird</i> En monosílaba o sílaba acentuada
consonante + ur	Ej. <i>hurt</i>

COMBINACIONES MAS COMUNES QUE LLEVAN EL SONIDO [ə]

consonante + er	Ej. <i>slipper</i>
consonante + or	Ej. <i>donor</i> En sílaba no acentuada
consonante + ar	Ej. <i>collar</i>

En la mayoría de los casos la consonante anterior no forma sílaba con [ə] sino con los sonidos que le preceden.

Ejemplo para contrastar [ʌ] y [ə] Berber ['bʌ-bər]

COMBINACIONES MAS COMUNES QUE LLEVAN EL SONIDO [e:r]

consonante + are	Ej. <i>scare</i>
consonante + ere	Ej. <i>where</i> En monosílaba o sílaba acentuada
consonante + ear	Ej. <i>swear</i>
consonante + air	Ej. <i>affair</i>

COMBINACIONES MAS COMUNES QUE LLEVAN EL SONIDO [ɪr]

consonante + ear	Ej. <i>dear</i>
consonante + eer	Ej. <i>steer</i>
consonante + eri/eir	Ej. <i>serial/weird</i>
consonante + ier	Ej. <i>pier</i>
consonante + ir/yr	Ej. <i>spirit/syrup</i>

En monosílaba o
sílaba acentuada



consonante + ere Ej. *here*
alternando con [e:r]

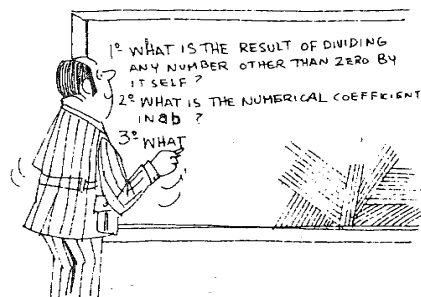
COMBINACIONES MAS COMUNES QUE LLEVAN EL SONIDO
[or]/[o:r]

consonante + ore Ej. *more*
consonante + oor Ej. *door*
alternando con [u]

consonante + or + consonante En monosílaba o
consonante + our + consonante silaba acentuada
alternando con [u] Ej. *form*
Ej. *four*

COMBINACIONES MAS COMUNES QUE LLEVAN EL SONIDO [u]

consonante + ure Ej. *allure*
puede ser otra vocal en
lugar de e final Ej. *during* En monosílaba o
consonante + our/eur Ej. *detour* silaba acentuada
consonante + oor Ej. *poor*
alternando con [or]/[o:r]



22.1 Para indicar que la acción recae en el mismo que la ejecuta.

Esquemas Estructurales:

S + Vc + (prep.) + D.O. + (C)
-SELF/-SELVES

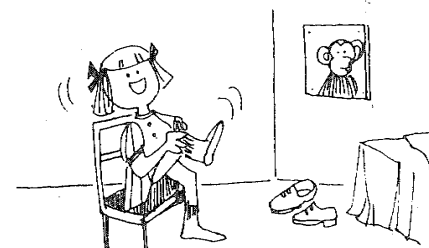
S + Vc + I.O. + D.O. + (C)
-SELF/-SELVES

S + Vc + D.O. + prep. + I.O. + (C)
-SELF/-SELVES

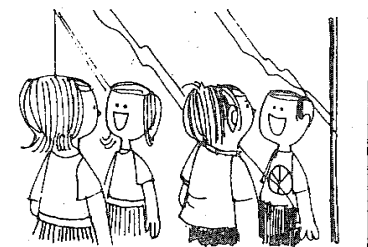
S + be/LVc + Adj. + prep. + -SELF/-SELVES

Also Vc, be and LVc in negative and interrogative forms

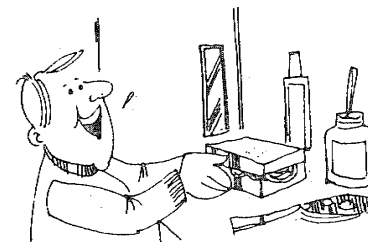
The little girl is dressing *herself*.



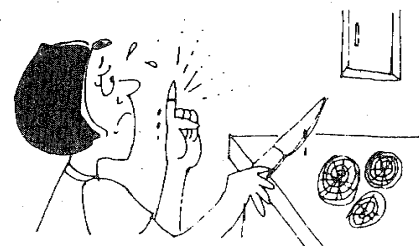
Mary and Ted are looking at *themselves* in the mirror.



Bob made *himself* a sandwich.

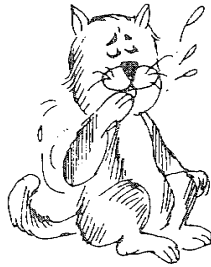


I cut *myself*.





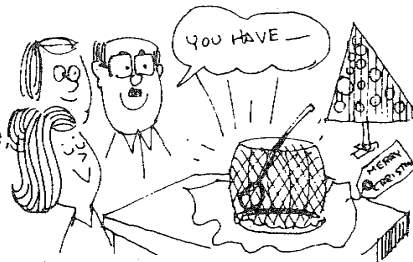
The cat is cleaning *itself*.



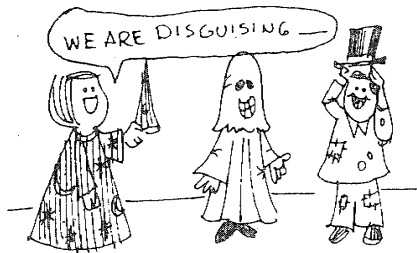
You are harming *yourself* by eating so many chocolates.



You have outdone *yourselves* this time, this punch bowl is beautiful!



We are disguising *ourselves* for Halloween.



OBSERVE

I CUT *MYSELF*.

YOU ARE HARMING *YOURSELF* BY EATING SO MANY CHOCOLATES.

THE LITTLE GIRL IS DRESSING *HERSELF*.

BOB MADE *HIMSELF* A SANDWICH.

THE CAT IS CLEANING *ITSELF*.

WE ARE DISGUIISING *OURSELVES* FOR HALLOWEEN.
YOU HAVE OUTDONE *YOURSELVES* THIS TIME, THIS PUNCH BOWL IS BEAUTIFUL.

MARY AND TED ARE LOOKING *AT THEMSELVES* IN THE MIRROR.

Para indicar que la acción recae sobre el mismo que la ejecuta se utiliza la forma **MYSELF** si el ejecutor es el hablante solo (I — MYSELF), **OURSELVES**, si va acompañado (WE — OURSELVES); **YOURSELF** si es el oyente solo (YOU —[singular]— YOURSELF); **YOURSELVES**, si va acompañado (YOU [plural] YOURSELVES); **HERSELF** si es tercera persona femenina singular (SHE — HERSELF); **HIMSELF** si es tercera persona masculina singular (HE — HIMSELF); **ITSELF** si es tercera persona neutro (IT — ITSELF), y **THEMSELVES** si es tercera persona plural (THEY — THEMSELVES). Todas estas formas siguen inmediatamente al verbo.

A veces, como en **MARY AND TED ARE LOOKING AT THEMSELVES IN THE MIRROR**, hay una preposición antes del pronombre reflexivo (forma -SELF) correspondiente al complemento directo (D.O.), y también la hay cuando la forma -SELF ocupa el lugar del complemento indirecto en su posición normal después del directo, Ej. **BOB MADE A SANDWICH FOR HIMSELF**, y cuando se trata de un copulativo, en que dicha forma -SELF va después del adjetivo correspondiente. Ejs. **HE IS AFRAID OF HIMSELF**, **I FEEL ASHAMED OF MYSELF**.

Algunas expresiones con GET + Participio Pasado son equivalentes a éstas en que se emplea el pronombre reflexivo, por ejemplo: **THEY GOT WASHED = THEY WASHED THEMSELVES**.



22.1.1. Ordene los elementos que se le dan para formar una oración.

1. yourselves – with – tiring – you – that game – are.
2. his exam – preparing – for – is – himself – next week – he.
3. medicine – don't – prescribe – for – yourself – any. You are no doctor,
4. ordered – little Bobby – for – we – and wine – for – lemonade – ourselves.
5. again – the same mistake – making – caught – myself – I.
6. do – a favor, – yourself – study more.
7. himself – his enthusiasm – he – in – others – to help – forgets.
8. written – about – a reminder – myself – have – I – it. I have to call John.
9. herself – found – a new hobby – Mrs. Peterson – recently – has.
10. themselves – as accomplished artists – revealing – are – they

22.1.2. Complete con la forma adecuada de -SELF para indicar que la acción recae sobre el mismo que la ejecuta.

1. Helen is painting _____.
2. Watch _____, Thomas.
3. They feel ashamed of _____.
4. You (plural) accused _____ of doing it.
5. Can you (singular) draw _____?
6. Prof. Lewis is always quoting _____.
7. That product is excellent, it really sells _____.
8. Alice Stewart got _____ sick by eating all that candy.
9. Herbert introduced _____ to the visitors.
10. They declared _____ innocent.

11. Birds usually feed _____ on insects and small grains.
12. Can you dress _____, Billy?
13. He hurt _____ with that protruding stone.
14. Now the larva is building _____ a cocoon. From it we'll obtain some silk.
15. Tom and Charles bought _____ identical suits.
16. We made _____ some coffee.
17. She described _____ in detail.
18. I'm going to take it upon _____ to be responsible for doing it.
19. Try to convince _____ of the need to act now.
20. I promised _____ a vacation this year.

22.2 Para darle especial énfasis al ejecutor o al receptor de una acción.

Esquemas Estructurales:

S + -SELF/-SELVES + {Vc + (O) + (C)
be/LVc + Adj. [etc.]}

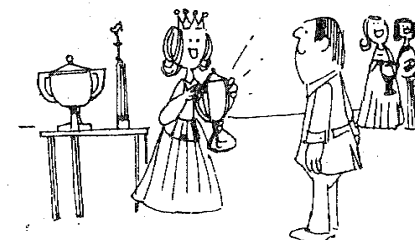
S + Vc + {O + (C)
C} + -SELF/-SELVES

S + Vc + D.O. + -SELF/-SELVES + (C)

D.O. + prep. + I/O + -SELF/-SELVES + (C)

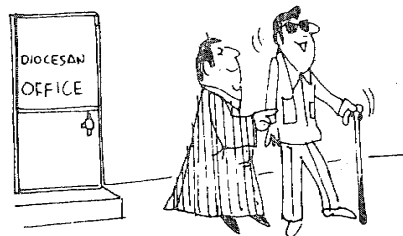
Also Vc, be and LVc in interrogative and negative forms.

The queen herself gave out the trophies.

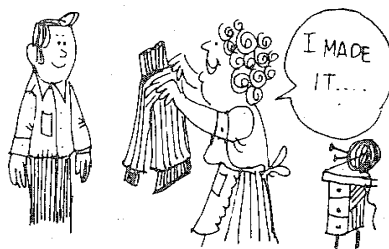




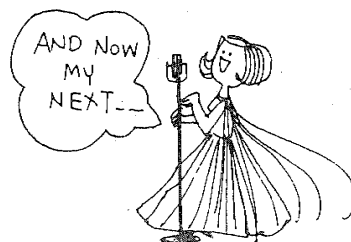
The bishop himself helped the blind man cross the street.



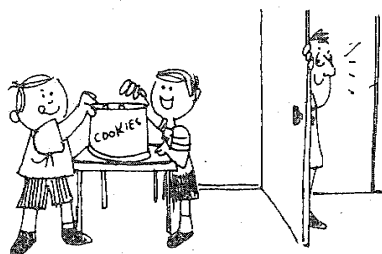
I made it for you myself.



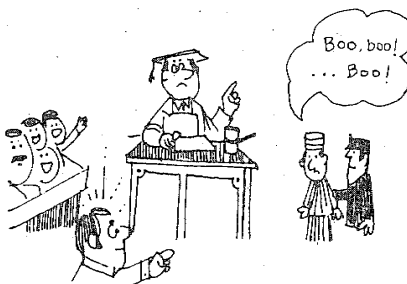
She announced her next song *herself*.



He saw *John and Peter* helping *themselves* to the cookies.



We heard *the prisoner himself* crying at his trial.



OBSERVE

THE QUEEN HERSELF GAVE OUT THE TROPHIES.

I MADE IT FOR YOU MYSELF.

THE BISHOP HIMSELF HELPED THE BLIND MAN CROSS THE STREET.

SHE ANNOUNCED HER NEXT SONG *HERSELF*.

Para darle especial énfasis al sujeto al que se atribuye la ejecución de algo, se utiliza el pronombre reflexivo (forma -SELF) que le corresponda. Este pronombre puede ir inmediatamente junto al sujeto o al final, después de los complementos directo e indirecto. La primera forma resulta más enfática y debe preferirse cuando hay peligro de confusión: Ej. *SHE KISSED THE GIRL HERSELF*, en que no se sabe si se enfatiza o *SHE* o a *THE GIRL*.

HE SAW *JOHN AND PETER* HELPING *THEMSELVES* TO THE COOKIES.

WE HEARD *THE PRISONER HIMSELF* CRYING AT HIS TRIAL.

También puede enfatizarse el complemento en el que recae la acción del verbo, en cuyo caso junto a la palabra que lo señala se utiliza el pronombre reflexivo que le corresponda. Este pronombre, cuando va dentro de una oración subordinada, puede ir también después de los complementos directo e indirecto, cuando no se presta a confusión.

22.2.1. Conteste la pregunta utilizando el elemento que se le da entre paréntesis y el pronombre reflexivo que le corresponda. Donde se pueda, use la segunda posición del pronombre reflexivo también.

1. Who answered the questions? (John)
John himself answered the questions. John answered the questions himself.
2. Whom did they meet? (Mary)
They met Mary herself.
3. Whom did you talk to? (the Dean)
4. Who announced the news? (the Clarks)



5. Who cooked the food for the girl? (Ann)

6. Whom are you writing to? (Mary and Joe)

7. Who made the decision? (father)

8. Who heard John singing? (Peter)

9. Who discovered the theft? (I)

10. Whom are you writing to? (Mr. Kent)

11. Who advises it? (the supervisors)

12. Whom do you have to inform? (Joe)

13. What did he see? (the original will)

14. Who is singing that song? (the composer)

15. Who has to tell John? (my uncle)

16. Who said so? (you – sing).

17. What did he sign? (the manuscripts)

22.1-2.1. Ordene las palabras de cada grupo para formar una oración en que la acción recaiga sobre el mismo ejecutor, o para darle especial énfasis.

1. prepared – herself – a couple of sandwiches – she – for.

2. it – themselves – doubt – they.

3. the medicine – herself – take – Mary I saw

4. yourself – rapidly – dress.

We are late.

5. a short vacation – himself – allowed – he.

He needed it badly.

6. herself – the contract – signed – she.

7. the file – himself – destroyed – Tom.

8. reminded – ourselves – our duty – of – we.

9. themselves – introduced – to us – the two men.

10. and another – bought – Mr. Kent – for his wife – a car – for himself.

11. my grandmother – the report – herself – receives – every week.

12. singing – the famous opera star – we – himself – heard.

13. had – on exhibit – the original – they – itself.

14. saw – myself – on television – I – today

15. incapable – ourselves – declare – have to – doing – of – it – we.

16. of comfort – itself – created – they – the essence.

17. hurt – fortunately – myself – in the collision – didn't – I.

18. chance – we – to achieve it – ourselves – another – gave.

19. made – themselves – the senators – the statements.

20. do – yourselves – should – the work – you – for the hospital.

22.3. Para indicar que se ejecuta una acción sin ayuda o sin compañía.

Esquemas Estructurales:

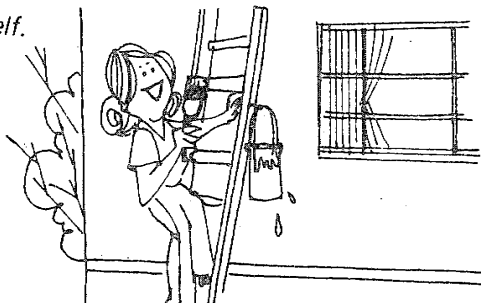
$$S + Vc + (O) + \left\{ \begin{array}{l} (C) + BY + SELF/SELVES \\ BY + SELF/SELVES + (C) \end{array} \right.$$

$$S + be + \left\{ \begin{array}{l} BY + SELF/SELVES + (C) \\ (C) + BY + SELF/SELVES + (C) \end{array} \right.$$

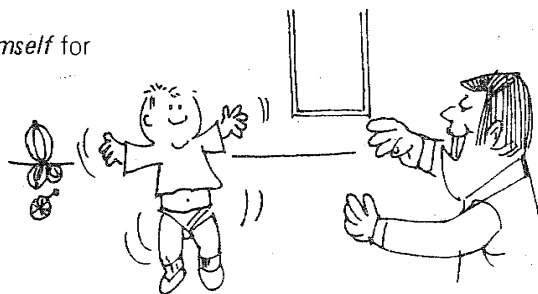
Also be and Vc in negative and affirmative forms.



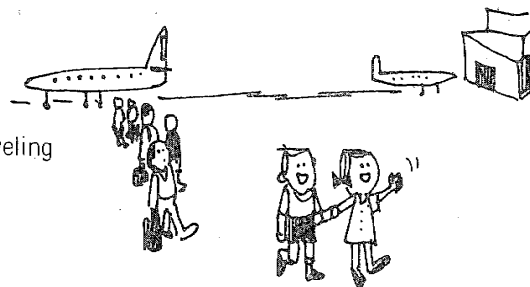
She painted the house *by herself*.



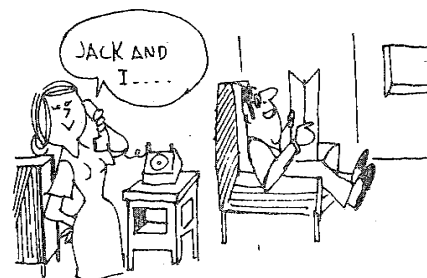
The baby is walking *by himself* for the first time.



Those two children are traveling *by themselves*.



Jack and I are *by ourselves*, come over and we'll play cards.



OBSERVE:

SHE PAINTED THE HOUSE *BY HERSELF*.
THOSE TWO CHILDREN ARE TRAVELING *BY THEMSELVES*.

Para expresar la idea de que el sujeto realiza algo sin ayuda o sin compañía se utiliza el pronombre reflexivo (forma -SELF) precedido por la preposición BY, siempre después del verbo y los complementos directo e indirecto, y a veces también después del complemento circunstancial de lugar.

22.3.1. Vuelva a escribir cada oración utilizando la forma *SELF* de manera que la idea no cambie. Use pronombres.

1. Sylvia finished the work without help. *She finished the work by herself.*
2. Alice went to Europe without a companion. *She went to Europe by herself.*
3. Mark discovered it alone. *He discovered it by himself.*
4. The two boys assembled all the toy cars without help.
5. He climbed the mountain alone.
6. I solved the puzzle without help.
7. Ann and I cooked the food for all the guests without help.
8. Tommy got dressed alone for the first time.
9. I discovered the truth without any help.
10. Did you (plural) build this without help?
11. I can't do the work without help.
12. We believe he went alone.
13. Those two girls are always alone.



22.1-3.1. Conteste la pregunta incluyendo la forma de **-SELF** más adecuada según el contexto.

1. Who went with you to the movies?
Nobody, I *went to the movies by myself*.
2. Whom did you make the cake for?
I *made the cake for myself*.
3. Are you sure it was John?
Yes, it was John himself.
4. Who brought the candy?
Mary herself brought it.
5. Whom does Jack consider capable of that work?
Jack _____
6. Who helped the children with their homework?
Nobody did. The children did it _____
7. What are they looking at?
They _____
in a mirror.
8. Could Helen talk to the queen?
Yes, she talked _____
9. Who goes with you on your fishing trips? Sometimes John goes with me sometimes I _____
10. Who baptized Debbie?
The bishop _____
11. Who chose those colors?
My husband and I _____
12. Whom does he feel ashamed of?
He _____
13. Who will accompany the children?
The policeman _____
14. Is Mary going alone?
Yes, _____
15. Who hurt Sue?
Sue _____
16. Who blamed them?
They _____
17. Does Pat go with his nieces?
No, his nieces _____
18. For whom did you buy those records?
We _____
19. Don't wait for their help.
Do it _____

20. Who decorated Dr. Mark Stillson?
The president _____
21. Who's taking me to school?
Nobody. You're going _____
22. How do you know they painted it?
I saw _____
_____ painting it _____
23. Are you going to accompany us?
No, you have to go _____
24. Who said so?
Our parents _____



Módulo 12

OBJETIVOS ESPECIFICOS

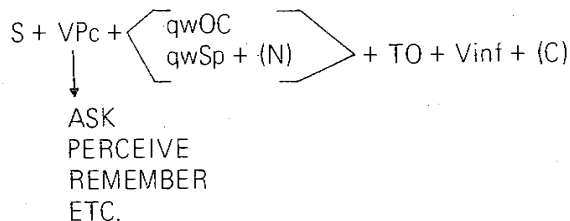
Al terminar de estudiar este módulo, el alumno:

1. Reconocerá los verbos propuestos en este módulo que en general indican percepción, conocimiento o memoria de algo.
2. Utilizando los esquemas estructurales básicos ya vistos, formulará oraciones afirmativas, interrogativas y negativas con los verbos a que se refiere el punto 1, con la combinación pronombre interrogativo —excepto who y what (sujeto)— más TO, más infinitivo, en la posición del complemento directo: Ejs. I KNOW *WHO(M) TO ASK ABOUT THAT QUESTION*, JOHN HASN'T DECIDED *WHERE TO GO*.
3. Reconocerá los verbos propuestos en este módulo que en general indican que se pide o se da información de algo o alguien.
4. Utilizando los esquemas estructurales básicos ya vistos, formulará oraciones afirmativas, interrogativas y negativas con los verbos a que se refiere el punto 3, con un nombre o un pronombre objetivo (me, you, him, etc.,) inmediatamente después del verbo y después la combinación descrita en el punto 2. Ej. I TOLD *HER WHAT TO WEAR TO CHURCH*.
5. Agregará la palabra BACK a un verbo, o a la combinación de un verbo con su complemento directo (sustantivo o pronombre), para indicar que la acción o hecho a que se refiere dicho verbo vuelve al punto en que se originó. Ej. HE *TOOK BACK* THE BOOKS, HE *TOOK* THE BOOKS *BACK*, HE *TOOK* THEM *BACK*.
6. Agregará la palabra ON a un verbo para indicar que la acción a la que se refiere éste se prolonga o continúa. Ej. THEY *DROVE ON* TO THE NEXT POST.
7. Agregará la palabra OVER a la combinación de un verbo y su complemento directo, sustantivo o pronombre para indicar que se repite la acción señalada por dicho verbo. Ej. JOHN *WROTE THE LETTER OVER*.
8. Agregará la palabra UP a un verbo o a la combinación de un verbo y su complemento directo, (sustantivo o pronombre), para indicar que la acción o hecho a que se refiere el verbo se lleva a su límite. Ej. *DRINK UP* YOUR MILK, *DRINK YOUR MILK UP*, *DRINK IT UP*.
9. Memorizará los significados especiales de las combinaciones GO, LOOK, TALK y THINK con OVER.
10. Memorizará los verbos que se proponen en esta Unidad que en inglés no llevan preposición y en español si la llevan.



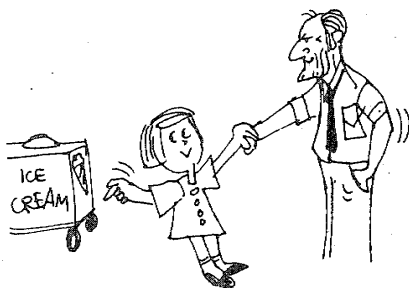
22.4. Para afirmar, negar o preguntar la percepción, conocimiento o memoria de una circunstancia del ser o de la acción.

Esquemas Estructurales:

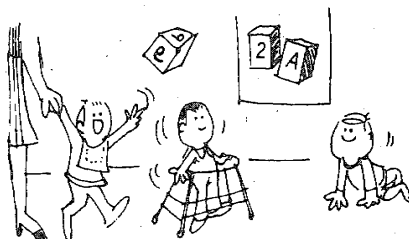


Also VPc in negative and interrogative forms.

She *knows whom to ask*.



They *haven't learned how to walk by themselves*.



Are you *considering where to go*?



I *can't decide what to wear*.



OBSERVE

SHE *KNOWS WHOM TO ASK*.
I *CAN'T DECIDE WHAT TO WEAR*.
ARE YOU *CONSIDERING WHERE TO GO*?

Para afirmar, negar o preguntar la percepción, conocimiento o memoria de una circunstancia del ser o de la acción se estructura respectivamente una oración afirmativa, negativa o interrogativa con verbos como ASK, CONSIDER, DECIDE, DISCOVER, EXPLAIN, FIGURE OUT, FIND OUT, FORGET, GUESS, HEAR, IMAGINE, KNOW, LEARN, OBSERVE, PERCEIVE, REMEMBER, SEE, TELL, UNDERSTAND, WONDER, que de alguna manera señalan percepción, conocimiento, o memoria. En seguida, inmediatamente después del verbo, el pronombre interrogativo que se refiere a la circunstancia de la cual se trate y al final el infinitivo del verbo que nombra la acción con la que se relaciona dicha circunstancia. El sujeto del infinitivo es el mismo del verbo conjugado, excepto con los verbos *explain* y *tell*, en que el sujeto es generalizado.

22.4.1. Guiándose por la respuesta, escriba el pronombre interrogativo correspondiente para completar la pregunta.

- Do you know where to go?
Yes, to the corner store.
- Have they decided which to buy?
Yes, the blue one.
- May I ask _____ to get?
Yes, a dozen.
- Will you and Tim consider _____ to return?
Yes, next year.



5. Has Helen discovered _____
_____ to use for the experiment?
Yes, half a pound.
6. Could they explain _____
to communicate with him?
Yes, by telephone.
7. Did they figure out _____
to solve it?
Yes, by applying Rule 3.
8. Could you find out _____
to claim it?
Yes, in the Lost and Found Department.
9. Has your cat forgotten _____ to
catch mice?
No, it still does.
10. Are you trying to figure out _____
_____ to walk?
I've figured it out. Only two miles.
11. Has she found out _____
to reduce?
Yes, by not eating much.
12. Could Martha guess _____
to find it?
Yes, in the garden.
13. Does he know _____ to use?
Yes, a whole dozen.
14. Could you find out _____ to
simplify the production?
Yes, with a new machine.
15. Did Ann inquire _____ to do it?
Yes, with a rope.
16. Do we know _____
_____ to ask?
Yes, Mr. Brown.
17. Could you and Pat learn _____
_____ to dance?
Yes, by going to a dancing school.
18. Do you know _____
procedure to follow?
Yes, the one Tom is explaining.
19. Were they able to perceive _____
button to press?
Yes, the red one.

20. Has Ann remembered _____
_____ to look for the answers?
Yes, in her chemistry book.
21. Can you see _____ word to
take out?
Yes, the third word in the first line.
22. Did he tell them _____ to
get there?
Yes, by following his map.
23. Could they understand _____
_____ to take?
Yes, only five.
24. Have they wondered about _____
_____ to start negotiations?
Yes, and they are considering two or three possible dates.

22.4.2. Con los datos contenidos en la primera parte, complete la segunda.

1. Should I go to New York or to Washington? I don't know where to go.
2. Should I buy a cat or a dog? I don't know which animal to buy.
3. Should I leave at five or at six? I don't know _____
4. Should I choose the red sweater or the blue sweater? I don't know _____
_____ sweater _____
5. Should I go by car or by bus? I don't know _____
6. Should I fly to Canada or to Brazil? I don't know _____
7. Should I study chemistry or physics? I don't know _____
8. Is he going to Paris or to London? _____
He hasn't decided _____
9. Is he going to bring Susan a ring or a bracelet? He hasn't decided _____
_____ Susan.
10. Is he going to drink it with soda or with water? He hasn't decided _____
_____ it.
11. Is he going to come on Saturday or on Sunday? He hasn't decided _____
12. Is he going to buy two or three?
He hasn't decided _____



13. Will you have it ready by six or by seven? They didn't explain _____ it ready.
14. Will you repair Ted's or Charles'? They didn't explain _____
15. Will you make a cake or a pie? They didn't explain _____
16. Will you take it to the main office or to the branch office? They didn't explain _____ it.
17. Will you prepare ten or eleven? They didn't explain _____
18. Are they going to write Mary or Louise? They haven't considered _____ to.
19. Are they going to dance or to sing? They haven't considered _____
20. Are they going to travel to Colombia or as far as Ecuador? They haven't considered _____
21. Are they going to leave at noon or in the afternoon? They haven't considered _____
22. Are they going to use a pound and a half? They haven't considered _____

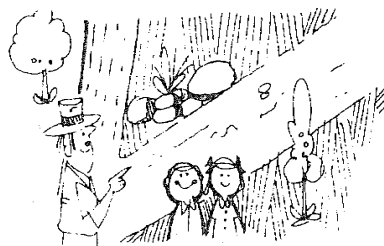
22.5. Para afirmar, negar o preguntar si se da o se pide información sobre una circunstancia de la acción a alguien distinto del sujeto.

Esquemas Estructurales:

S + Vlc + O + $\left\{ \begin{array}{l} \text{qwOC} \\ \text{qwSp} + (N) \end{array} \right\} + \text{TO} + \text{Vinf} + (C)$
 ↓
 ADVISE
 ASK
 INFORM
 ETC.

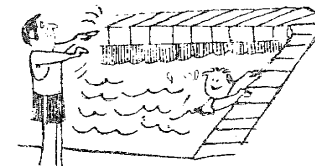
Also Vlc in negative and interrogative forms.

The man told the children which path to follow.
The man told them which path to follow.



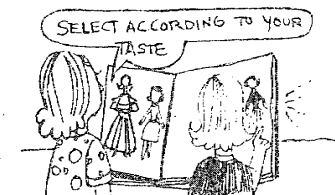
Is the instructor teaching Bobby how to swim?

Is the instructor teaching him how to swim?



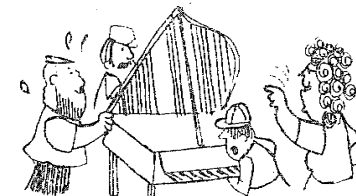
I didn't advise Helen which pattern to choose.

I didn't advise her which pattern to choose.



She's telling the men where to put the piano.

She's telling them where to put the piano.



OBSERVE

THE MAN TOLD THE CHILDREN WHICH PATH TO FOLLOW.
THE MAN TOLD THEM.

I DIDN'T ADVISE HELEN WHICH PATTERN TO CHOOSE.

I DIDN'T ADVISE HER. . .

IS THE INSTRUCTOR TEACHING BOBBY HOW TO SWIM?
IS THE INSTRUCTOR TEACHING HIM. . .

Para afirmar, negar o preguntar si se da o se pide información a alguien distinto del sujeto sobre una circunstancia de la acción, se estructura respectivamente una oración afirmativa, negativa o interrogativa con verbos como ADVISE, ASK, INFORM, SHOW, TEACH, TELL; en seguida, inmediatamente después del verbo el nombre de la persona o personas a quienes se da o pide información o el pronombre correspondiente (formas **ME, YOU, HIM, HER, US, YOU, THEM**). Al final, como en el punto anterior, el pronombre interrogativo que se refiere a la circunstancia de la cual se trate, y el infinitivo del verbo que nombra la acción con la cual se relaciona dicha circunstancia. El sujeto del infinitivo es la persona o personas a las que se da información o conocimiento. Cuando se trata de preguntar información, lo que se hace con el verbo ASK, el sujeto de ASK es el mismo del infinitivo.



22.5.1. Guiándose por la pregunta, complete la respuesta.

1. How do you know he's going to the right place?
I told *him where to go*.
2. How do you know she's coming at the right time?
I told _____
3. How do you know they will bring the right number of glasses?
I told _____
4. How do you know I will do the right thing?
I told _____
5. How do you know we will use the right amount of sugar?
I told _____
6. How do you know Helen's taking the right bus?
I told _____
7. Does she think you'll do it right? (one person).
Yes, she taught _____
8. Does she think I'll do the right exercises?
Yes, she taught _____
9. Does she think they'll make their entrance at the right time?
Yes, she taught _____
10. Does she think Ann will plant tulips in the right place?
Yes, she taught _____
11. Does she think John will do the right thing?
Yes, she taught _____
12. Will Henry choose the right color?
Yes, Mr. Brown advised _____
13. Will you talk to the right people? (one person)
Yes, Mr. Brown advised _____
14. Will she buy the right number of presents?
Yes, Mr. Brown advised _____
15. Will the children arrive at the right time?
Yes, Mr. Brown advised _____
16. Will we go to the right place?
Yes, Mr. Brown advised _____
17. Did he advise you to buy a doll for Annie?
I didn't ask _____
18. Did she advise you to go to the museum?
I didn't ask _____
19. Did they advise you to get one or two pounds of candy?
I didn't ask _____
20. Did I advise you to lend the money to Diane or to Ted?
I didn't ask _____

21. Did your aunt advise you to borrow Amy's?
I didn't ask _____

22.5.2. Reelaborando los datos de la primera oración, estructure la segunda, use pronombres.

1. I told Mary, "Fly to New York".
I told her where to fly.
2. He asked mother, "Shall I leave at five?"
He asked her when to leave.
3. The man informed Sylvia, "You'll find the bus station at the next block".

4. Mrs. Lee showed us the way to dance.

5. I taught the children to apply the right colors.

6. The woman advised Helen and me to take ten.

7. We will teach you and Ann to polish the furniture properly.

8. She'll tell me, "Begin the class at 8:00".

9. The nurse advises me, "Take your medicine slowly."

10. I can't ask her, "Shall I buy a watch?"

11. I informed the women, "You'll get good prices here at Pembert's."

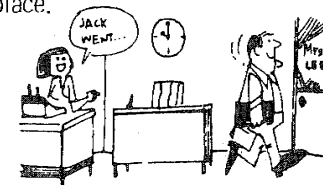
12. We'll show you the thing to buy for the baby.

SECCION DE VOCABULARIO

22. Voc. A. Algunas palabras que agregan su significado especial al verbo que acompañan, pero sin alterarlo básicamente.

BACK — Indicates that the action originally done is reserved. With verbs of movement it means to return to a place.

Jack went to Mrs. Lee's
office at 10:00





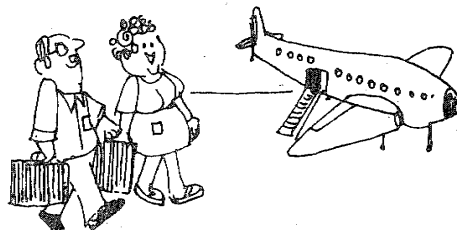
He came **back** to his desk
at 10:20.



They went to Acapulco for
their honeymoon.

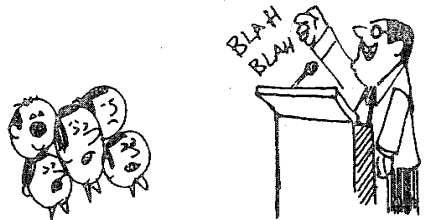


They're going **back** to Acapulco
now, for their silver wedding
anniversary.



ON — Indicates that the action is prolonged or continued.

The politician talked **on** for
hours.

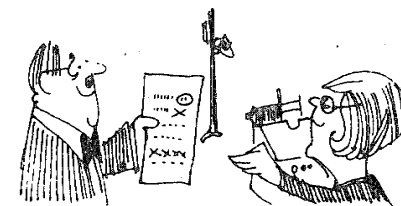


O.K. Drive **on** to the next
inspection post.



OVER — Indicates that the action is repeated.

Please type this letter **over**.



He's going to sing the last
song **over**.



Note: OVER does not go immediately after the verb, it goes after the direct object of the verb.
(... Vc + D.O. + OVER...)

noun or
pronoun

Special cases:	GO OVER	=	Examine completely.
	LOOK OVER	=	Examine, review.
	TALK OVER	=	Discuss, consult with.
	THINK OVER	=	Ponder, reflect.

UP — Indicates that the actions referred to by the verbs are done to their completion.

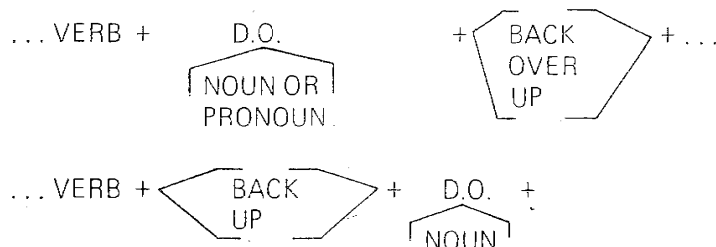
Fine, you're drinking **up** your
milk.
Remember I don't want any
left.





SPECIAL OBSERVATION:

Object pronouns (me, you, him, her, it, us, you, them), when used in verb combinations with **back**, **over** and **up**, always go between these words and the corresponding verb. In the case of verb combinations with **over** this is the only position for the noun. But the noun may follow **back** and **up** in verb combinations with these two words.



22. Voc. A.1. Complete con **back**, **on**, **over**, **up** según lo pida el contexto.

1. You only have a little milk. Drink it _____.
2. This composition is full of mistakes, please do it _____.
3. David borrowed two books from Peter yesterday. Peter needs them today. David is taking them _____ to Peter.
4. How are you going to return to your office today, are you walking _____?
5. They stopped to take on passengers in Houston and then flew _____ to New York.
6. I love that record, please play it _____.
7. Eat _____ your food. Don't leave any of it.
8. This toy is not yours, give it _____ to its owner.
9. We arrived this morning, and we'll drive _____ home this evening.
10. Let's move _____, we're blocking the passage way.
11. I didn't know you were here, when did you get _____?
12. We have to eat _____ all our food. We should not waste any.
13. No, you didn't understand it, read it _____ carefully and you'll find its right meaning.
14. We'd better not stop now, let's travel _____ for a few more hours.
15. You shouldn't make your decision without discussing it. You can talk it _____ with the personnel manager.
16. Mary cleaned _____ the house in preparation for their visit.
17. They didn't have any trouble with the baby, she woke up at twelve, had her lunch and then slept _____ until five.

18. This merchandise is not what we ordered, we're going to send it _____ to the store.
19. You didn't copy the words correctly, please copy them _____.
20. Drink _____ your medicine. It is good for you.
21. They have to finish the work by tomorrow, so they will stop only for a few minutes to eat a sandwich, and then work _____ until two or three in the morning.
22. The blouses you washed are not completely clean, please wash them _____.
23. We'll cover it _____. We won't leave any portion uncovered.
24. The storm destroyed it, they'll have to make it _____.
25. Columbus sailed _____ to Spain about three months after his arrival in America.

22. Voc.B. Algunos verbos que no van acompañados de preposición y cuyos equivalentes en español si la llevan.

ABUSE	He abuses his power. (Abuse also means ILL TREATMENT, INJURY).
ATTEND	We attended their concert last night. (Do not confuse with ATTEND TO which means TAKE CARE OF)
DOUBT	We doubt that statement.
ENJOY	Their worrying about Helen didn't let them enjoy the concert.
ENTER	Please don't enter that room.
INFLUENCE	Who influenced his decision?
MARRY	Alice married Ted last summer.
OPPOSE	You shouldn't oppose their plans.
REMEMBER	I can't remember Mary's face.
RESEMBLE	James resembles his father.
SURVIVE	They survived the terrible tempest.

22. Voc.A-B.1. Complete con **back**, **on**, **over**, **up** según el contexto. Si no debe haber ninguna palabra, deje el espacio en blanco.

1. The boy didn't enjoy _____ the party. It was boring.
2. We always eat _____ our food. It's unfair to waste any of it.



3. I couldn't remember _____ his telephone number.
4. My friend didn't marry _____ a lawyer. Her husband is a doctor.
5. You have to go _____ that contract carefully before signing it.
6. We went by car, we came _____ by train.
7. Did they attend _____ school this morning?
8. Only specialized personnel may enter _____ that part of the building.
9. Some members of the government abused _____ their authority.
10. Don't stop now, please read _____ until you reach the end of the chapter.
11. Who can doubt _____ their sincerity?
12. How did he survive _____ that tremendous accident?
13. They sailed _____ home after their vacation in Puerto Rico.
14. Please don't oppose _____ my decision. It's final.
15. She doesn't resemble _____ any member of her family.
16. We need to look it _____ first. After our inspection we'll decide.
17. She never influences _____ our selection of clothes.
18. Go _____ to the next post. The guard there will help you.
19. We enjoyed _____ your wonderful hospitality. Thank you.
20. I couldn't attend _____ your class yesterday. Please excuse me.
21. My brother is going to marry _____ a wonderful girl.
22. Don't worry, nobody will oppose _____ your plans.
23. That song is beautiful, please let's sing it _____.
24. Do you remember _____ the day we went to Betty's house?
25. Who entered _____ Mr. Kent's office five minutes ago?
26. We're carrying _____ to the library the books we borrowed last week.
27. No, Smith didn't tackle him. He's running _____ to the ten yard line.
28. I would never doubt _____ your word. I know you are truthful.
29. We don't want to influence _____ your choice of a job.

SECCION DE TRADUCCION:

Ejemplos para observar:

- | | |
|---|---|
| 1. I want to buy the two small round tables. | <i>Quiero comprar las dos pequeñas mesas redondas.</i> |
| 2. We are interested in learning English. | <i>Estamos interesados en aprender inglés.</i> |
| 3. They came in order to help us. | <i>(Ellos) Vinieron con objeto de ayudarnos. (Vinieron para ayudarnos).</i> |
| 4. She finished by herself. | <i>Terminó ella sola.</i> |
| 5. It is kind of you to take care of the baby. | <i>Es amable de su (tu) parte cuidar al bebé.</i> |
| 6. The boys came into the house. | <i>Los muchachos entraron en la casa.</i> |
| 7. We placed the boards against the brick wall. | <i>Colocamos las tablas contra la pared de ladrillo.</i> |
| 8. We know where to look for him. | <i>Sabemos dónde buscarlo.</i> |
| 9. Do it yourself. | <i>Házlo tú mismo. (Hágalo Ud. mismo)</i> |
| 10. Ann bought herself a blue dress. | <i>Ana se compró un vestido azul.</i> |

22. Trad. 1. Traduzca

1. He needs to study the last three chapters.

2. I promised myself to be careful.

3. Sheila got worried about the results.

4. Mr. Brown himself helped me.

5. Pat came around December 15th.

6. Henry stopped us from making a mistake.

7. William decided how to obtain the loan.

8. I'm not able to do all the work by myself.



9. We'll telephone you upon finishing the operation.
10. Mrs. Lee translated the sentence into Russian.

LECTURA DE COMPRENSION

Lea cuidadosamente la siguiente biografía y luego conteste las preguntas que se le hacen.

MAHATMA GANDHI, THE APOSTLE OF NON-VIOLENCE

Mohandas Karamchand Gandhi, Mahatma "great soul" as Rabindranath Tagore named him, was born in Portbandar, in western India, on October 2, 1869. His beginning years did not mark him as being different from other young men of his position and cultural formation, except perhaps that even as a child he had a great respect for truth. According to the Hindu custom of childhood marriages, he was married to Kasturbai Makanji before he was fourteen years old, and the first of their four children was born before he left for England to study law. After studying law at the university for a little over three years, he was formally accepted to practice it.

Back to India in 1891, he practiced law in Bombay and in Rajkot for two years, but he hardly made enough to support his wife and child. At this point an Indian merchant asked him to carry out some business for him in Pretoria, South Africa. Here he learned by his own experience the meaning of discrimination. He was ignored and humiliated on his very first visit at court. Later, when boarding a train, with a first class ticket in his hand, he was pushed out of the compartment by a white guard. His own reaction of fear and annoyance set him thinking on the condition of Hindus in that country. They were forced to ride on separate, uncomfortable cars in trains, they were not allowed in hotels or to live in regular city houses, and they were paid miserable wages, while at the same time they were forced to pay high taxes.

Gandhi decided to stay in South Africa and fight for his countrymen's rights. He knew he was going to suffer, but, being deeply religious, he counted on God's help. His idea of non-violent resistance or civil disobedience was born at this point. Later he used a term that meant "force which is born of truth and love or nonviolence". He was inspired by the profound religious teachings of his cultural tradition, the Koran, the Bible, and also by the ideas

of peace and love, and social justice proposed by some Christian inspired European and American writers.

Twelve years he remained in South Africa. During this time his fame as a lawyer and politician increased. He organized the Natal Indian Congress, established several cooperative communities, and a weekly newspaper, the *Indian Opinion*, to spread his ideas and unite his people. In 1908 he decided to devote his time entirely to lead the struggle of his countrymen for equal social and political rights, and gave up his law practice. He and his followers adopted a very simple and virtuous type of life, practicing self-control and trying to live happily with few possessions, and to produce the food and the clothes they needed. Gandhi himself worked as a farmer, street cleaner, shoe repairman, and printer during this period, to earn his living and also to be in close contact with his countrymen and to understand them better. One of the most important demonstrations he promoted and led while in South Africa was a march of more than 2,000 men and women to protest a government regulation which required all Indians to be registered and finger-printed. Under Gandhi's inspiring leadership they refused to obey the regulation and finally won their case. Gandhi was imprisoned three times in connection with his activities in favor of the rights of his countrymen in South Africa.

In 1915, when he was 45 years old, he returned to India and began to fight in his own non-violent way for his people. He wanted a society in which people were not exploited and each individual could claim and defend his rights and live in peace. One of his main endeavors was to eradicate the idea of "untouchability"; that is, that the members of the lowest caste, the ones who had to do the dirtiest of work, were contaminating if touched, and therefore, untouchable to the other castes. He also set to fight for the rights of the peasants and mill workers, and to promote education in general, and women's education in particular, while at the same time he worked for the improvement of their social status. His effectiveness depended on his profound faith in what he was doing and in his close contact with his people and his knowledge of what they really were and what they believed and hoped.

In the beginning he was not directly opposed to British rule, but only to the laws and regulations which were harmful to his people, as was the case of the peasants forced to plant indigo on their land because the European planters wanted it. This was solved thanks to Gandhi's energy, and through an inquiry he forced the British to make. Later on, when the British passed the Rowlatt Act which gave power to the British authorities to imprison without trial anyone who was suspected of sedition, Gandhi decided to organize his first all-India campaign of non-violent resistance or civil disobedience to protest this Act. He asked his people to observe a suspension of



The British finally agreed to give India its independence, suggesting an India united under one federal government. Jawaharlal Nehru, who had succeeded his father Motilal Nehru as main leader of the Indian opposition party was asked to form a government. The Muslim league, under Mohamed Ali Jinnah, withdrew its support to the idea of one federal government and a united India. A series of riots and a terrible massacre followed, until finally Congress approved the idea of the partition of India into two independent states which was carried out on August 15, 1947. Gandhi never approved the idea of the division of the land he dreamed united and happy in the harmonious coexistence of all its groups and creeds. He still toured the country to pacify people and to end quarrels that broke out among Hindus, Muslims, and Sikhs. He began his last fast on January 12, 1948 to help Muslims, who were a minority and to stop new riots. He announced he would fast unto

When the Second World War began, the Viceroy declared India was a participant in it, without first consulting the Congress party leaders. Gandhi would have helped Great Britain in its war efforts in exchange for India's freedom, as he didn't sympathize with the Nazis, but this act of absolute disregard for the Indian people made him start new civil disobedience campaigns against the English government with the phrase "Quit India" as a slogan. England then offered some independence to Indians, but party leaders refused it and insisted on the "Quit India" slogan. The English responded with terrible violence. Gandhi and his wife were imprisoned, and he fasted for 21 days in protest for Britain's treatment of his people. His wife died in prison. His own health was bad, and he was released in May 1944. He had spent a total of 2,338 days in prison during his life.

Again Gandhi's methods of non-violent protest proved good. In 1930 he organized a march to the sea called the Salt March and he himself extracted some salt from the ocean, in defiance of the unfair state monopoly of a product so essential in India's economy. Everywhere his example was followed by people and many were imprisoned, but finally an agreement was signed permitting Indians to make salt for their personal use. Time after time Gandhi risked imprisonment for the sake of his people, especially for the "untouchables", and he resorted to fasting on several occasions to obtain fair treatment and just laws for them. At this time his wife started to participate more actively in his political work.

Two years later a Round Table Conference on Indian affairs was promoted by the British authorities. Gandhi asked the Viceroy if England was contemplating giving India full dominion status. The Viceroy could not give a definite answer on the matter, and the Congress then decided to set India's total independence as their goal.

business on April 6, 1919. Thousands of Indians responded to his plan, but a few were provoked to violence.

To this the British reacted with brutal repression culminating in a machinegun attack on some 10,000 people who had gathered at Amritsar, with the result of 379 dead persons. Gandhi blamed himself for the failure of his people to respond to non-violence campaigns, but at the same time decided India had to become independent from England to find its true destiny as a nation.

He founded two weekly newspapers to teach his people non-violence and fearlessness: *Young India*, in English, and *Navajivan*, in Gujarati. He also made intensive tours throughout most of his country, traveling on foot and on third class trains. He realized India had become too dependent on cloth imported from England, Lancashire especially, and he saw the necessity of promoting home production of cloth. He saw it as an industry that required little cost since the spinning wheel was cheap, was easy to operate, and could provide some income to families who were unemployed. He considered it so important that he drew a spinning wheel on the Indian flag. He intensified his campaign on home production of cloth and of non-dependence on imports by adopting the *khadi* as his own dress. With this he was trying to teach his people to reduce to the things that were really essential.

He suggested a boycott of government services together with a permanent boycott on imports. In some cases this boycott produced disturbances, which led to his being arrested for sedition in 1922. After a dramatic trial he was sentenced to six years of prison, which were reduced to two, as he was released in 1924 to undergo an appendicitis operation. During this time in prison he wrote his autobiography, and he kept on inspiring his people through his teachings.

India was changing: C.R. Das and Motilal Nehru formed a political opposition party, and were successful in the following general elections. Gandhi worked with them, and presided over the National Congress in 1924, but did not share completely their political ideas. He kept fighting against the idea of "untouchables", the people of God; he tried to obtain the unity of all minority groups and all Indian creeds and classes, which he believed was not completely attainable under British rule; he also continued insisting on village and home industries, on personal hygiene, basic education, and women's rights.

In November of 1927 the English Viceroy formed a commission to work on India's constitutional reform, but as no Indian formed part of it,



death if matters were not settled. Fortunately, a peace committee that represented the different communities signed an agreement of friendship and mutual respect.

An extremist Hindu killed Mohandas Karamchand Gandhi as he was going to his daily prayer meeting, on January 30, 1948. His death saddened the whole world, as he was deeply admired and loved by many people, including famous scientists, statesmen, religious leaders and artists, but it was especially mourned by his people, for whom he was a real father and an inspiration to strive for a better life.

Questions:

1. Who named Mohandas Karamchand Gandhi "Mahatma"? _____
2. In what way was he different from other young men of his position and cultural formation in his beginning years? _____
3. To whom was he married before he was fourteen years old? _____
4. How many children did they have? _____
5. Where did he attend to law school? _____
6. Where did he practice law upon his return to India in 1891? _____
7. What happened on his very first visit to the court in Pretoria? _____
8. What did he decide to do for his countrymen in South Africa? _____
9. How old was he when he returned again to India? _____
10. On what did his effectiveness depend? _____
11. What were the Indians going to do on April 6, 1919? _____
12. Which one of his newspapers was published in Gujarati? _____
13. What was he trying to teach his people by adopting the loincloth? _____
14. To how many years of prison was he sentenced in 1922? _____

15. What did Gandhi call the "untouchables"? _____
16. What did Gandhi organize in 1930? _____
17. What did he resort to on several occasions to obtain fair treatment and just laws for his people, especially for the "untouchables"? _____
18. Whom did the British ask to form a government for India? _____
19. When did Gandhi begin his last fast? _____
20. Who killed Gandhi? _____



Respuestas a los ejercicios

Módulo 11

22.1.1.

1. You are tiring yourselves with that game.
2. He is preparing himself for his exam next week.
3. You're no doctor, don't prescribe any medicine for yourself.
4. We ordered lemonade for little Bobby and wine for ourselves.
5. I caught myself making the same mistake again.
6. Do yourself a favor, study more.
7. He forgets himself in his enthusiasm to help others.
8. I have to call John. I have written myself a reminder about it.
9. Mrs. Peterson has found herself a new hobby recently. (or ... has recently found. ...)
10. They are revealing themselves as accomplished artists.

22.1.2.

1. Helen is painting herself.
2. Watch yourself, Thomas!
3. They feel ashamed of themselves.
4. You accused yourselves of doing it.
5. Can you draw yourself?
6. Prof. Lewis is always quoting himself.
7. That product is excellent, it really sells itself.
8. Alice Stewart got herself sick by eating all that candy.
9. Herbert introduced himself to the visitors.
10. They declared themselves innocent.
11. Birds usually feed themselves on insects and small grains.
12. Can you dress yourself, Billy?
13. He hurt himself with that protruding stone.
14. Now the larva is building itself a cocoon. From it we'll obtain some silk.
15. Tom and Charles bought themselves identical suits.
16. We made ourselves some coffee.
17. She described herself in detail.
18. I'm going to take it upon myself to be responsible for doing it.
19. Try to convince yourself of the need to act now.
20. I promised myself a vacation this year.

22.2.1.

1. Who answered the questions? (John)
John himself answered the questions. John answered the questions himself.
2. Whom did they meet? (Mary)
They met Mary herself.
3. Whom did you talk to? (the Dean)
I talked to the Dean himself (or herself).
4. Who announced the news? (the Clarks)
The Clarks themselves announced the news. The Clarks announced the news themselves.
5. Who cooked the food for the girl? (Ann)
Ann herself cooked the food for the girl.
6. Whom are you writing to? (Mary and Joe)
I'm writing (to) Mary and Joe themselves.
7. Who made the decision? (father)
Father himself made the decision. Father made the decision himself.
8. Who heard John singing? (Peter)
Peter himself heard John singing.
9. Who discovered the theft? (I)
I myself discovered the theft. I discovered the theft myself.
10. Whom are you writing to? (Mr. Kent)
I'm writing to Mr. Kent himself.
11. Who advises it? the (the supervisors)
The supervisors themselves advise it. The supervisors advise it themselves.
12. Whom do you have to inform? (Joe)
I have to inform Joe himself.
13. What did he see? (the original will)
He saw the original will itself.
14. Who is singing that song? (the composer)
The composer himself (or herself) is singing that song. The composer is singing that song himself. (or herself).
15. Who has to tell John? (my uncle)
My uncle himself has to tell John.
16. Who said so? (you)
You yourself said so. You said so yourself.
17. What did he sign? (the manuscripts)
He signed the manuscripts themselves.

22.1-2.1.

1. She prepared a couple of sandwiches for herself.
2. They themselves doubt it. (or They doubt it themselves).



3. I saw Mary herself take the medicine. (or ...take the medicine herself).
4. Dress yourself rapidly. We are late.
5. He allowed himself a short vacation. He needed it badly.
6. She herself signed the contract. (or She signed the contract herself).
7. Tom himself destroyed the file (or Tom destroyed the file himself).
8. We reminded ourselves of our duty.
9. The two men introduced themselves to us.
10. Mr. Kent bought a car for his wife and another for himself.
11. My grandmother herself receives the report every week. (or My grandmother receives the report herself every week).
12. We heard the famous opera star himself singing.
13. They had the original itself on exhibit.
14. I saw myself on television today.
15. We have to declare ourselves incapable of doing it.
16. They created the essence of comfort itself. (or the essence itself of...)
17. I didn't hurt myself in the collision fortunately. (or Fortunately, I didn't hurt myself in the collision).
18. We gave ourselves another chance to achieve it.
19. The senators themselves made the statements.
20. You yourselves should do the work for the hospital.

22.3.1.

1. Sylvia finished the work without help.
She finished it by herself.
2. Alice went to Europe without a companion.
She went to Europe by herself.
3. Mark discovered it alone.
He discovered it by himself.
4. The two boys assembled all the toy cars without help.
They assembled them by themselves.
5. He climbed the mountain alone.
He climbed it by himself.
6. I solved the puzzle without help.
I solved it by myself.
7. Ann and I cooked the food for all the guests without help.
We cooked it by ourselves.
8. Tommy got dressed alone for the first time.
He got dressed by himself for the first time.
9. I discovered the truth without any help.
I discovered it by myself.
10. Did you (plural) build this without help?
Did you build this by yourselves?

11. I can't do the work without help.
I can't do it by myself.
12. We believe he went alone.
We believe he went by himself.
13. Those two girls are always alone.
Those two girls are always by themselves.

22.1-3.1.

1. Who went with you to the movies?
Nobody, I went to the movies by myself.
2. Whom did you make the cake for?
I made the cake for myself.
3. Are you sure it was John?
Yes, it was John himself.
4. Who brought the candy?
Mary herself brought it.
5. Whom does Jack consider capable of that work?
Jack considers himself capable of that work.
6. Who helped the children with their homework?
Nobody did. The children did it by themselves.
7. What are they looking at?
They are looking at themselves in a mirror.
8. Could Helen talk to the queen?
Yes, she talked to the queen herself.
9. Who goes with you on your fishing trips?
Sometimes John goes with me, sometimes I go by myself
10. Who baptized Debbie?
The bishop himself baptized her. (or The bishop baptized her himself).
11. Who chose those colors?
My husband and I ourselves chose them. (or My husband and I chose them ourselves).
12. Whom does he feel ashamed of?
He feels ashamed of himself.
13. Who will accompany the children?
The policeman himself will accompany them. (or The policeman will accompany them himself).
14. Is Mary going alone?
Yes, she's going by herself.
15. Who hurt Sue?
Sue hurt herself.
16. Who blamed them?
They blamed themselves.



17. Is Pat traveling with his nieces?
No, his nieces are traveling by themselves.
18. For whom did you buy those records?
We bought them for ourselves.
19. Don't wait for their help. Do it by yourself. (or ... by yourselves).
20. Who decorated Dr. Mark Stillson?
The President himself decorated him. (or The President herself...).
21. Who's taking me to school?
Nobody. You're going by yourself.
22. How do you know they painted it?
I saw them painting it myself.
23. Are you going to accompany us?
No, you have to go by yourselves.
24. Who said so?
Our parents themselves said so. (or Our parents said so themselves).

Módulo 12

22.4.1.

1. Do you know where to go?
Yes, to the corner store.
2. Have they decided which to buy?
Yes, the blue one.
3. May I ask how many to get?
Yes, a dozen.
4. Will you and Tim consider when to return?
Yes, next year.
5. Has Helen discovered how much to use for the experiment?
Yes, half a pound.
6. Could they explain how to communicate with him?
Yes, by telephone.
7. Did they figure out how to solve it?
Yes, by applying Rule 3.
8. Could you find out where to claim it?
Yes, in the Lost and Found Department.
9. Has your cat forgotten how to catch mice?
No. It still does.
10. Are you trying to figure out how far to walk?
I've figured it out. Only for two miles.
11. Has she found out how to reduce?
Yes, by not eating so much.
12. Could Martha guess where to find it?
Yes, in the garden.

13. Does he know how many to use?
Yes, a whole dozen.
14. Could you find out how to simplify the production?
Yes, with a new machine.
15. Did Ann inquire how to do it?
Yes, with a rope.
16. Do we know whom to ask?
Yes, Mr. Brown.
17. Could you and Pat learn how to dance?
Yes, by going to a dancing school.
18. Do you know which procedure to follow?
Yes, the one Tom is explaining.
19. Were they able to perceive which button to press?
Yes, the red one.
20. Has Ann remembered where to look for the answers?
Yes, in her chemistry book.
21. Can you see which word to take out?
Yes, the third word in the first line.
22. Did he tell them how to get there?
Yes, by following his map.
23. Could they understand how many to take?
Yes, only five.
24. Have they wondered about when to start negotiations?
Yes, and they are considering two or three possible dates.

22.4.2.

1. Should I go to New York or to Washington? I don't know where to go.
2. Should I buy a cat or a dog? I don't know which animal to buy.
3. Should I leave at five or at six? I don't know at what time to leave. (or ... when to leave).
4. Should I choose the red sweater or the blue sweater? I don't know which sweater to choose.
5. Should I go by car or by bus? I don't know how to go.
6. Should I fly to Canada or to Brazil? I don't know where to fly.
7. Should I study chemistry or physics? I don't know which (what) to study.
8. Is he going to Paris or to London? He hasn't decided where to go.
9. Is he going to bring Susan a ring or a bracelet? He hasn't decided which (what) to bring Susan.
10. Is he going to drink it with soda or with water? He hasn't decided how to drink it.
11. Is he going to come on Saturday or on Sunday? He hasn't decided when to come.



12. Is he going to buy two or three? He hasn't decided how many to buy.
13. Will you have it ready by six or by seven? They didn't explain when to have it ready.
14. Will you repair Ted's or Charles'? They didn't explain whose to repair.
15. Will you make a cake or a pie? They didn't explain which (what) to make.
16. Will you take it to the main office or to the branch office? They didn't explain where to take it.
17. Will you prepare ten or eleven? They didn't explain how many to prepare.
18. Are they going to write Mary or Louise? They haven't considered whom to write to.
19. Are they going to dance or to sing? They haven't considered what to do.
20. Are they going to travel to Colombia or as far as Ecuador? They haven't considered how far to travel.
21. Are they going to leave at noon or in the afternoon? They haven't considered when to leave.
22. Are they going to use a pound or a pound and a half? They haven't considered how much to use.

22.5.1.

1. How do you know he's going to the right place?
I told him where to go.
2. How do you know she's coming at the right time?
I told her when to come.
3. How do you know they will bring the right number of glasses?
I told them how many to bring.
4. How do you know I will do the right thing?
I told you what to do.
5. How do you know we will use the right amount of sugar?
I told you how much (sugar) to use.
6. How do you know Helen's taking the right bus?
I told her which (bus) to take.
7. Does she think you'll do it right?
Yes, she taught me how to do it.
8. Does she think I'll do the right exercises?
Yes, she taught you which (exercises) to do.
9. Does she think they'll make their entrance at the right time?
Yes, she taught them when to make their entrance. (or... at what time to make...).
10. Does she think Ann will plant the tulips in the right place?
Yes, she taught her where to plant them.

11. Does she think John will do the right thing?
Yes, she taught him what to do.
12. Will Henry choose the right color?
Yes, Mr. Brown advised him which (color) to choose.
13. Will you talk to the right people?
Yes, Mr. Brown advised me whom to talk to. (or... to whom to talk).
14. Will she buy the right number of presents?
Yes, Mr. Brown advised her how many (presents) to buy.
15. Will the children arrive at the right time?
Yes, Mr. Brown advised them when to arrive.
16. Will we go to the right place?
Yes, Mr. Brown advised us (you) where to go.
17. Did he advise you to buy a doll for Annie?
I didn't ask him what to buy for Annie.
18. Did she advise you to go to the museum?
I didn't ask her where to go.
19. Did they advise you to get one or two pounds of candy?
I didn't ask them how much candy to get. (or... how many pounds of candy to get).
20. Did I advise you to lend the money to Diane or to Ted?
I didn't ask you whom to lend the money to. (or... to whom to lend the money).
21. Did your aunt advise you to borrow Amy's?
I didn't ask her whose to borrow.

22.5.2.

1. I told Mary, "Fly to New York".
I told her where to fly.
2. He asked mother, "Shall I leave at five?"
He asked her when to leave.
3. The man informed Sylvia, "You'll find the bus station at the next block".
He informed her where to find the bus station.
4. Mrs. Lee showed us the way to dance.
She showed us how to dance.
5. I taught the children to apply the right colors.
I taught them which (or what) colors to apply.
6. The woman advised Helen and me to take ten.
She advised us how many to take.
7. We will teach you and Ann to polish the furniture properly.
We'll teach you how to polish the furniture.
8. She'll tell me, "Begin the class at 8:00".
She'll tell me when to begin the class.



9. The nurse advises me, "Take your medicine slowly".
She advises me how to take it.
 10. I can't ask her, "Shall I buy a watch?"
I can't ask her what to buy.
 11. I informed the women, "You'll get good prices here at Pembert's".
I informed them where to get good prices.
 12. We'll show you the thing to buy for the baby.
We'll show you what to buy for the baby.
-
22. Voc. A.1.
 1. You have only a little milk. Drink it up.
 2. This composition is full of mistakes, please do it over.
 3. David borrowed two books from Peter yesterday. Peter needs them today. David is taking them back to Peter.
 4. How are you going to return to your office today, are you walking back?
 5. They stopped to take on passengers in Houston and then flew on to New York.
 6. I love that record, please play it over.
 7. Eat up your food. Don't leave any of it.
 8. This toy is not yours, give it back to its owner.
 9. We arrived this morning, and we'll drive back home this evening.
 10. Let's move on, we're blocking the passage way.
 11. I didn't know you were here, when did you get back?
 12. We have to eat up all our food. We should not waste any.
 13. No, you didn't understand it, read it over carefully and you'll find its right meaning.
 14. We'd better not stop now, let's travel on for a few more hours.
 15. You shouldn't make your decision without discussing it. You can talk it over with the personnel manager.
 16. Mary cleaned up the house in preparation for their visit.
 17. They didn't have any trouble with the baby, she woke up at twelve, had her lunch and then slept on until five.
 18. This merchandise is not what we ordered, we're going to send it back to the store.
 19. You didn't copy the words correctly, please copy them over.
 20. Drink up your medicine. It is good for you.
 21. They have to finish the work by tomorrow, so they will stop only for a few minutes to eat a sandwich, and then work on until two or three in the morning.

22. The blouses you washed are not completely clean, please wash them over.
23. We'll cover it up. We won't leave any portion uncovered.
24. The storm destroyed it, they'll have to make it over.
25. Columbus sailed back to Spain about three months after his arrival in America.

22. Voc. A-B.1.

1. The boy didn't enjoy the party. It was boring.
2. We always eat up our food. It's unfair to waste any of it.
3. I couldn't remember his telephone number.
4. My friend didn't marry a lawyer. Her husband is a doctor.
5. You have to go over that contract carefully before signing it.
6. We went by car, we came back by train.
7. Did they attend school this morning?
8. Only specialized personnel may enter that part of the building.
9. Some members of the government abused their authority.
10. Don't stop now, please read on until you reach the end of the chapter.
11. Who can doubt their sincerity?
12. How did he survive that tremendous accident?
13. They sailed back home after their vacation in Puerto Rico.
14. Please don't oppose my decision. It's final.
15. She doesn't resemble any member of her family.
16. We need to look it over first. After our inspection we'll decide.
17. She never influences our selection of clothes.
18. Go on to the next post. The guard there will help you.
19. We enjoyed your wonderful hospitality. Thank you.
20. I couldn't attend your class yesterday. Please excuse me.
21. My brother is going to marry a wonderful girl.
22. Don't worry, nobody will oppose your plans.
23. That song is beautiful, please let's sing it over.
24. Do you remember the day we went to Betty's house?
25. Who entered Mr. Kent's office five minutes ago?
26. We're carrying back to the library the books we borrowed last week.
27. No, Smith didn't stop him. He's running on to the ten yard line.
28. I would never doubt your word. I know you are truthful.
29. We don't want to influence your choice of a job.

22. Trad. 1.

1. He needs to study the last three chapters.
(El) Necesita estudiar los últimos tres capítulos. (...los tres últimos...)
2. I promised myself to be careful.
Me prometí ser cuidadoso (cuidadosa).



3. Sheila got worried about the results.
Sheila se preocupó por los resultados.
4. Mr. Brown himself helped me.
El mismo Sr. Brown me ayudó.
5. Pat came around December 15th.
Pat vino alrededor de diciembre 15. (o ... alrededor del 15 de diciembre).
6. Henry stopped us from making a mistake.
Henry nos impidió que cometiéramos un error.
7. William decided how to obtain the loan.
William decidió cómo obtener el préstamo.
8. I'm not able to do all the work by myself.
No puedo hacer todo el trabajo yo solo (solo).
9. We'll telephone you upon finishing the operation.
Le (te) telefonearemos al terminar la operación.
10. Mrs. Lee translated the sentence into Russian.
La Sra. Lee tradujo la oración al ruso.

Questions:

1. Who named Mahandas Karamchand Gandhi "Mahatma"?
Rabindranath Tagore.
2. In what way was he different from other young men of his position in his beginning years?
He was no different from them except perhaps that even as a child he had a great respect for truth.
3. To whom was he married before he was fourteen years old?
To Kasturbal Makanji.
4. How many children did they have?
Four.
5. Where did he attend law school?
In England.
6. Where did he practice law upon his return to India in 1891?
In Bombay and in Rajkot.
7. What happened on his very first visit to court in Pretoria?
He was ignored and humiliated.
8. What did he decide to do for his countrymen in South Africa?
He decided to fight for their rights.
9. How old was he when he returned again to India?
He was 45 years old.
10. On what did his effectiveness depend?
It depended on his profound faith in what he was doing, and in his close contact with his people and his knowledge of what they really were and what they believed and hoped.

11. What were the Indians going to do on April 6, 1919?
They were going to observe a suspension of business, or boycott.
12. Which one of his newspapers was published in Gujarati?
Navajivan.
13. What was he trying to teach his people by adopting the loincloth?
To reduce to the things that were really essential.
14. To how many years of prison was he sentenced in 1922?
To six.
15. What did Gandhi call the "untouchables"?
He called them "the people of God".
16. What did Gandhi organize in 1930?
He organized a march to the sea, called the Salt March.
17. What did he resort to on several occasions to obtain fair treatment and just laws for his people, especially for the "untouchables"?
He resorted to fasting.
18. Whom did the British ask to form a government for India?
They asked Jawaharlal Nehru.
19. When did Gandhi begin his last fast?
On January 12, 1948.
20. Who killed Gandhi?
An extremist Hindu.



Actividades complementarias

1. Tomar de su experiencia diaria cinco acciones que recaigan sobre sí mismo y estructurarlas en oraciones con –SELF.
2. Referirse a cinco acciones realizadas por importantes personalidades y hacer énfasis precisamente en que dichas personas las realizaron, utilizando las formas –SELF o –SELVES según el caso.
3. Estructure cinco oraciones refiriéndose a la primera vez que ejecutó sin ayuda ciertas acciones como vestirse, caminar, etc.
4. Exprese que usted y otra persona más tienen conocimiento sobre la forma de realizar cinco acciones, utilice el infinitivo verbal.
5. Exprese que usted les ha dicho a unos niños pequeños el tiempo de realizar cinco acciones, utilice el infinitivo verbal.
6. Combine las palabras BACK, ON, OVER y UP con un verbo adecuado, y utilice cada una de las combinaciones en una oración.
7. Formule cinco oraciones sencillas en español en que aparezcan los equivalentes a cinco de los verbos indicados en el punto 7 de los objetivos, y luego tradúzcalas al inglés. Recuerde que no deben llevar preposición en inglés.

UNIDAD XXIII



Objetivos generales

Al terminar de estudiar esta Unidad, el alumno:

1. Indicará el grado de intensidad de una cualidad o característica o de un modo de realizar una acción por medio de adverbios intensificadores.
2. Formará adjetivos compuestos con los siguientes elementos:
 - a) Adjetivo calificativo o adverbio de cantidad o modo más participio o pseudo-participio.
 - b) Sustantivo más participio.
 - c) Numeral más sustantivo, y numeral más sustantivo más adjetivo calificativo.
3. Expresará matices o gradaciones de los colores con adjetivos o sustantivos que denoten intensidad, tinte, lugar de origen u objeto del que proceden dichos colores.
4. Utilizará expresiones cuantitativas, definidas o indefinidas, seguidas de la preposición OF, para expresar qué parte de un todo se está considerando en una determinada situación.
5. Memorizará con sus significados todas las formas adverbiales y adjetivas especiales presentadas en esta Unidad.
6. Realizará las actividades complementarias de esta Unidad: Pronunciación individual y en contraste de los sonidos [o], [z], [dz], [i], [s], [d], [ʃ] y [ts] conversación, traducción y lectura de comprensión.
7. Realizará los ejercicios de aplicación libre que se le sugieren.



Introducción

Instrucciones especiales para el manejo de esta Unidad.

SECCION DE PRONUNCIACION

En esta Unidad se presentan los sonidos [ð], [θ], [z], [dʒ] y [j] para contrastarlos entre sí y con los sonidos [s], [d], [ʃ] y [tʃ]. Dichos sonidos resultan difíciles para nosotros los hispanohablantes tanto a nivel de reconocimiento (ya que se nos confunden entre sí), como a nivel de producción. La ayuda de una persona de habla inglesa es casi absolutamente indispensable como modelo para imitar.

SECCION DE ESTRUCTURAS.

Las estructuras que se presentan en esta Unidad son parciales, y funcionan como un bloque como adjetivos o adverbios. Es importante distinguir qué elementos integran cada una de estas estructuras y en qué orden van, por ejemplo, que en un conjunto de adverbio intensificador más adjetivo o adverbio, va siempre el adverbio intensificador antes del adjetivo o adverbio al cual modifica, excepto en el caso de ENOUGH, que se pospone a él; o que, por ejemplo a un participio adjetivo puede anteponerse un sustantivo para integrar una estructura adjetiva, pero esto no puede hacerse con otros adjetivos que no sean participios, excepto en el caso de los colores.

SECCION DE VOCABULARIO.

En la sección de estructuras hay muchas palabras que hay que reconocer por su significado y su función. Conviene hacer listados de ellas por categorías, como por ejemplo: adverbios intensificadores, adverbios confirmatorios, etc. Igualmente conviene hacer listados de las palabras presentadas en la Sección de Vocabulario, que según el caso pueden ser adjetivos o adverbios o que pueden confundirse con adverbios, siendo adjetivos. Todas ellas conviene memorizarlas.

No hay instrucciones especiales para las Secciones de Conversación, Traducción y Lectura de Comprensión.

Ejercicios que puede realizar conforme aprenda las estructuras y el vocabulario.

1. Utilizar los adverbios VERY, TOO e ENOUGH para indicar el grado en que cinco personas conocidas poseen determinadas cualidades: Ej. MY SISTER IS OLD ENOUGH TO GET MARRIED; HIS UNCLE IS VERY GOOD, etc.
2. Utilizar los adverbios VERY, TOO e ENOUGH para indicar el grado en que se da una determinada forma de realización de cinco de sus propios actos. Ej. I WALK VERY FAST.
3. Utilizar una vez cada una de las combinaciones detalladas en el inciso 4 anterior para calificar 5 objetos o personas con los que se encuentra diariamente: Ej. THERE IS ALWAYS A HALF-EATEN SANDWICH IN HER DESK.
4. Buscar entre los objetos de uso diario uno al que le corresponda la expresión PALE PINK, otro al que le corresponda PRUSSIAN BLUE, otro más que pueda describirse como BLUISH-RED y otro que pueda describirse como ALMOND GREEN, y describirlos utilizando la estructura completa de descripción: Ej. THE WALLS OF MY ROOM ARE PALE-PINK.
5. Indicar qué porción de las personas con las que trata diariamente en la escuela o en el centro de trabajo son casadas o solteras, y qué porción son menores de veintiún años.
6. Hacer tres frases utilizando VERY, JUST, ONLY, ALMOST, ENOUGH, MORE o LESS con sustantivo.
7. Describir a tres personas conocidas utilizando los adjetivos FRIENDLY, LOVELY y MASTERLY y tres hechos a los que se les pueda adjudicar la calificación de EARLY, FAST y HARD.



Módulo 13

OBJETIVOS ESPECÍFICOS

Al terminar de estudiar este módulo, el alumno:

1. Reconocerá cuáles adverbios son intensificadores y cuáles confirmatorios, es decir, cuáles denotan grados o matices de intensidad y cuáles indican grados de certeza o incertidumbre.
2. Antepondrán estos adverbios, excepto ENOUGH, que va pospuesto, a los adjetivos calificativos y a los adverbios de modo a los que se refieran. Ejs. *VERY BEAUTIFUL, CERTAINLY GOOD, SAFE ENOUGH, VERY BEAUTIFULLY, CERTAINLY WELL, SAFELY ENOUGH, ETC.*
3. Utilizará las combinaciones descritas en el punto anterior en las posiciones que corresponden respectivamente a los adjetivos calificativos y a los adverbios de modo en los esquemas oracionales básicos. Ejs. *HE HAD VERY NICE EYES, SHE PLACED THE DISHES CAREFULLY ENOUGH ON THE TABLE, WE ARE NOT TOO TIRED.*
4. Colocará el adverbio confirmatorio entre el verbo auxiliar y el verbo principal de una oración y el adverbio de modo después de éste y los complementos directo e indirecto, cuando así convenga para el estilo de la oración. Ej. *JOHN HAS REALLY FINISHED IT PROMPTLY.*
5. Cuando así convenga por el estilo de la oración, usará también los adverbios confirmatorios al principio de la oración, o inmediatamente después del sujeto. Ejs. *EVIDENTLY, THEY TRIED TO PREVENT IT, HE CERTAINLY REACTED QUICKLY.*
6. Reconocerá qué elementos son participios activos o pasivos y cómo se forman a partir de un infinitivo verbal.
7. Formará pseudo-participios a partir de sustantivos, agregándoles el sufijo -ED. Ejs. (BODY) ABLE *BODIED*, (HEAD) EMPTY -*HEADED*.
8. Integrará unidades de ADJETIVO O ADVERBIO más PARTICIPIOS ACTIVOS o PASIVOS o PSEUDO-PARTICIPIOS, que utilizará en la posición y con la función de un adjetivo. Ej. *ALL THE DARK-HAIRED BOYS WERE STANDING IN LINE.*
9. Integrará unidades de SUSTANTIVO más PARTICIPIO ACTIVO o PASIVO que utilizará en la posición y con la función de un adjetivo. Ej. *HE BROKE MY HEART. I AM HEART-BROKEN.*
10. Integrará unidades de ADJETIVO NUMERAL más SUSTANTIVO SINGULAR y de ADJETIVO NUMERAL más SUSTANTIVO SINGULAR más ADJETIVO CALIFICATIVO, que utilizará en la posición y con la función del adjetivo en la oración. Ej. *THAT IS A TWENTY-MILE TRIP, IT WILL COVER A TWO-DAY-LONG PERIOD.*

MEMORICE:

- Wanda: I see that you bought something. What is it?
 Peggy: It's a very beautiful coat.
 Wanda: What color is it?
 Peggy: It's dark gray, and it has a four-inch silver fox fur trim.
 Wanda: I'll bet it was expensive.
 Peggy: It was. But not too expensive. I only spent part of the money I had intended. It was reduced by half.
 Wanda: You were lucky to get it at half-price.
 Peggy: Yes, I was. I'm pleased with my purchase.



INTONATION PATTERN:

- Wanda: I see that you bought something. What is it?
 Peggy: It's a very beautiful coat.
 Wanda: What color is it?
 Peggy: It's dark gray, and it has a four-inch silver fox fur trim.
 Wanda: I'll bet it was expensive.



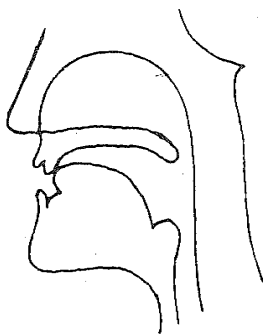
Peggy: It was. But not too expensive. I only spent part of the money
had intended. It was reduced by half.

Wanda: You were lucky to get it at half-price.

Peggy: Yes, I was. I'm pleased with my purchase.

PRONUNCIACION

SONIDOS [ə] y [θ]



Minimal Pairs

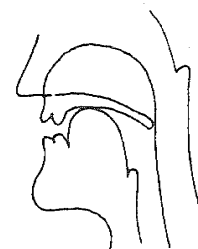
either ['i-dəər]	ether ['i-θər]
thy [ðai]	thigh [θai]

bathe	than	though	bath	thank	ethics
breathe	that	thus	breath	thaw	gothic
soothe	the		sooth	theater	
teethe	thee		teeth	theft	
bother	their		both	theme	
father	them		depth	therapy	
gather	there		fourth	thesis	
leather	these		myth	thin	
mother	thine		mouth	thought	
neither	those		tooth	third	

CONTRASTE ENTRE LOS SONIDOS [s], [ə], [θ] y [d]

[s]	[ə]	[θ]	[d]
sigh	thy	thigh	die
base	bathe		bade
lace	lathe		laid
save	they've		Dave
say	they		day
see	thee		Dee
sign	thine		dine
bass		bath	bad
face		faith	fade
mass		math	mad
pass		path	pad
sick		thick	Dick
sin		thin	din

SONIDOS [ʃ] y [ʒ]



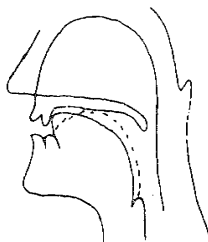
Par Mínimo

Alleutian [ə'lu:fən]			allusion [ə'lu:ʒən]			
commission	tension	condition	collision	vision	measure	garage
illusion	sure	emotion	conclusion	closure	pleasure	rouge
impression	insure	interpretation	confusion	composure	seizure	
intermission	fissure	prevention	delusion	exposure	treasure	
mission	collection	rush	division	leisure	beige	

NOTA: en muchos casos el sonido [ʒ] se confunde con el sonido [dʒ]. El sonido [ʒ] es de uso muy limitado en inglés.



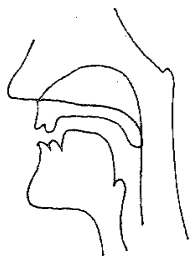
SONIDOS [tʃ] y [dʒ]



PAIRES MINIMOS

chest [tʃɛst]	jest [dʒɛst]			
chin [tʃɪn]	gin [dʒɪn]			
chunk [tʃʌŋk]	junk [dʒʌŋk]			
adventure	furniture	jail	jockey	major
capture	future	jazz	juice	general
creature	lecture	jerk	journal	germ
feature	nature	jersey	joy	large
fixture	picture	job	jump	merge

SONIDO [j]

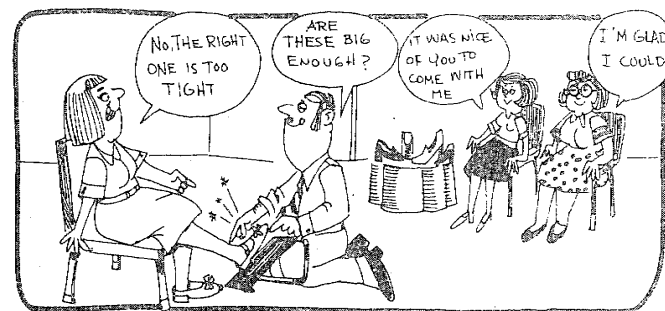


useful	young	youth
unique	yeast	yield
union	yacht	yonder
unit	yawn	your
usual	yearn	yoga

PRONUNCIACION EN CONTRASTE DE [j], [dʒ], [tʃ] y [ʃ]

[j]	[dʒ]	[tʃ]	[ʃ]
year	jeer	cheer	sheer
use	Jews	choose	shoes
you	Jew	chew	shoe

yes	Jess	chess	
yolk/yoke	joke	choke	
yak	jack		shack
yell	jell		shell
	gin	chin	shin
yowl	joule		
	jive	chive	
	jug	chug	
	jade		shade



23.1. Para indicar gradaciones en las cualidades o características de un ser.

Esquemas Estructurales Parciales:

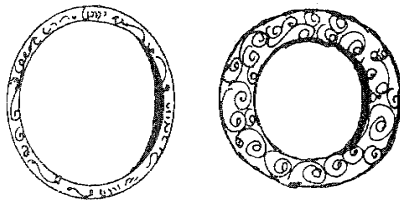
- ... dgAdv [except enough] + Adj. ...
- ... TOO + Adj. + degree reference.
- ... Adj. + ENOUGH + degree reference.

His grandmother is *very* thin.

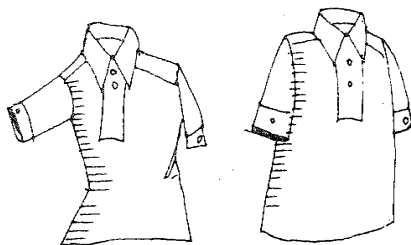




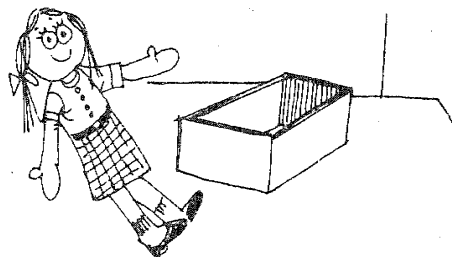
The frame on the left is *perfectly* round, the other one is *slightly* oval.



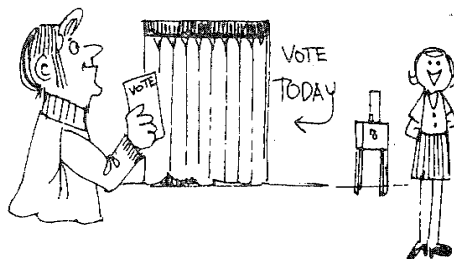
Those two blouses are *almost* identical. Their differences are *barely* noticeable.



This box is *too* small for Debbie's doll. (Debbie's doll doesn't fit in it).



John is exactly eighteen years old. He's old *enough* to vote. Ann is seventeen and a half years old. She can't vote. She's *too* young to vote.



OBSERVE

HIS GRANDMOTHER IS *VERY* THIN.
THE FRAME ON THE LEFT IS *PERFECTLY* ROUND, THE OTHER ONE IS *SLIGHTLY* OVAL.

Para indicar gradaciones en las cualidades o características de un ser se utilizan adverbios intensificadores o modificadores especiales como *VERY*, *ABOUT*, *ALMOST*, *JUST*, *QUITE*, *WELL*, *TOO* o adverbios intensificadores o modificadores formados de adjetivos, como *PERFECTLY*, *SLIGHTLY*, *BARELY*, etc.

Estos adverbios indican la cualidad o característica en muy alto grado: *VERY*, *ABSOLUTELY*, *HIGHLY*, *QUITE*, *TOO*; con gran certeza: *CERTAINLY*, *DEFINITELY*, *OBVIOUSLY*; con alguna incertidumbre: *POSSIBLY*, *PROBABLY*; en un grado razonable: *FAIRLY*, *RATHER*; al punto deseado, o casi: *ABOUT*, *ENOUGH*, *JUST*, *ALMOST*; en un grado escaso: *BARELY*, *HARDLY*, *SCARCELY*.

Con excepción de *ENOUGH*, todos los adverbios anteriores se anteponen al adjetivo al cual modifican. *ENOUGH* siempre va después del adjetivo al cual modifica: *HE'S OLD ENOUGH TO VOTE*.

THIS BOX IS TOO SMALL FOR DEBBIE'S DOLL.
HE'S OLD ENOUGH TO VOTE. SHE'S TOO YOUNG TO VOTE.

El adverbio *TOO*, que indica un grado mayor del deseado, y el adverbio *ENOUGH*, que indica el grado deseado, normalmente exigen que se señale con relación a qué se establecen dichos grados.

23.1.1. Ordene las palabras correctamente para formar una oración:

1. right – John – absolutely – was. _____
2. big – seems – enough – the room _____ for the meeting.
3. exceedingly – Helen – beautiful – looks. _____ in that dress.
4. his poems – original – are – completely _____ ?
5. is – expensive – quite – an emerald. _____



6. is — ready — the cake — almost. Please wait, _____
7. about — is — that dish — perfect. Mmm! _____
8. simply — ravishing — look — you. _____
9. smells — sweet — that perfume — too _____
_____ I don't like it.
10. slender — my mother — was — enough. _____
_____ to wear my dresses.
11. audible — were — their voices — barely. _____
12. really — your shoes — clean — aren't. _____
_____ Timmy.
13. tired — felt — rather — we. _____
_____ last night.
14. hardly — that spot — noticeable — is. _____
15. old — Margaret — enough — is. _____
_____ to do the work by herself.

23.1.2. Guiándose por el contexto, elija entre las palabras very, too e enough, la que mejor complete cada oración.

1. There are _____ high peaks in the Alps.
2. I can't wear this dress, it is _____ short.
3. We think Terry is _____ young to marry. She's only fifteen.
4. Those two boys are old _____ to go on the trip by themselves.
5. Mr. Kent earned two million dollars last year. He's wealthy _____ to stop working.
6. Canada is _____ cold in the winter.
7. She's expert _____ to make a good purchase.
8. Leonardo da Vinci was a _____ gifted man.
9. Please excuse me. I'm _____ busy to talk to you now.
10. Helen couldn't give any details to the police. She was _____ nervous.
11. You can be generous _____ to forgive and forget their offenses. You'll feel better if you do.

12. His friend is _____ beautiful. Is she a model?
13. You're driving _____ fast. Please slow down.
14. Was my explanation clear _____ for all the children?
15. I'm _____ tired to do any more work tonight.
16. They considered the matter important _____ to make a special trip to discuss it with us.
17. Is your bag big _____ to hold all those things?
18. We had a _____ unpleasant experience during our visit to that city.
19. That apple is _____ high, I can't reach it.
20. He was polite _____ to listen to her for two hours.

23.2. Para indicar gradaciones en la forma de realización de una acción.

Esquemas Estructurales Parciales:

... dgAdv [except ENOUGH] + Adv. ...

... TOO + Adv. + degree reference.

... Adv. + ENOUGH + degree reference.

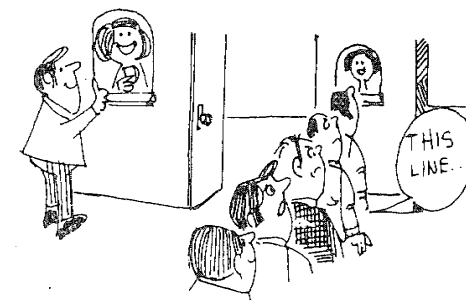
... HAVE/HAS/HAD + dgAdv. + $\left\{ \begin{array}{l} \text{Adv. + V-ed/-en} \\ \text{V-ed/-en + Adv.} \end{array} \right\} + \dots$

... AUX + dgAdv. + $\left\{ \begin{array}{l} \text{Adv. + Vinf} \\ \text{Vinf + Adv.} \end{array} \right\} + \dots$

S + dgAdv [—LY class] + Vc + (O) + Adv. ...

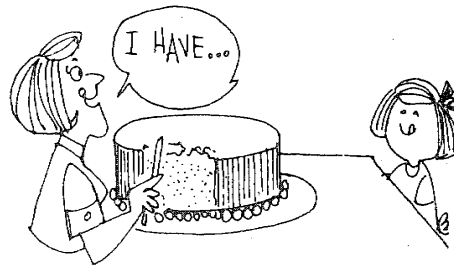
dgAdv [—LY class] + S + Vc + (O) + Adv. ...

This line is moving
very slowly. We have
hardly advanced a yard
in the past hour.

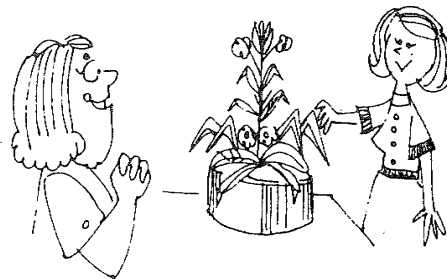




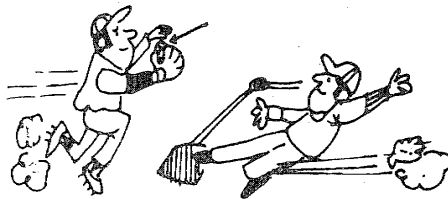
I have *almost completely* finished icing the cake.



You *certainly* arranged the flowers beautifully.



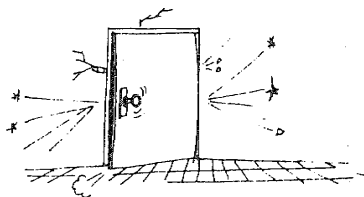
Ted didn't run rapidly *enough* so Bob was safe at second base.



She's expressing her ideas *quite* forcefully.



Obviously, he shut the door *too* hard.



OBSERVE

THIS LINE IS *MOVING VERY SLOWLY*.
SHE'S *EXPRESSING* HER IDEAS *QUITE FORCEFULLY*.
I *HAVE ALMOST COMPLETELY FINISHED* ICING THE CAKE.
YOU *CERTAINLY* ARRANGED THE FLOWERS *BEAUTIFULLY*.

Los adverbios que indican grados o matices de intensidad pueden usarse para modificar a otro adverbio. Pueden ocupar, junto con el adverbio al que modifican, la posición normal del adverbio, después del verbo al que ambos se refieren, pero también pueden ambos anteponerse al verbo. Cuando hay un auxiliar, como en I HAVE **ALMOST COMPLETELY** FINISHED ICING THE CAKE, el auxiliar va antes de los adverbios y el verbo principal después.

Los adverbios que más comúnmente acompañan a otro adverbio son ALMOST, ENOUGH, QUITE, RATHER, VERY y TOO. También pueden usarse algunos otros terminados en -LY como CERTAINLY, DECIDEDLY, DEFINITELY, EVIDENTLY, EXCEEDINGLY, FAIRLY, OBVIOUSLY, POSITIVELY, REALLY, TRULY, etc., que tienen un valor de confirmación o refuerzo además de ser intensificadores. Como puede resultar desagradable al oído la proximidad de dos adverbios terminados en -LY, es común que cuando un adverbio intensificador termina en -LY y afecta a uno de modo terminado también en -LY, el primero vaya al principio de toda la frase, separado por una coma. Ej. **EVIDENTLY**, THEY FINISHED THEIR WORK **QUICKLY**, o va sólo antes del verbo, mientras que el segundo adverbio, el modificado, va después del verbo y de sus complementos, como en YOU **CERTAINLY** ARRANGED THE FLOWERS **BEAUTIFULLY**. En estos casos el adverbio intensificador no sólo modifica al segundo adverbio, sino a toda la oración.

TED DIDN'T RUN **RAPIDLY ENOUGH** AND BOB GOT SAFE TO THE SECOND BASE.

El adverbio ENOUGH siempre sigue al adverbio de modo al cual se refiere.



23.2.1. Vuelva a escribir cada oración colocando, en el lugar más adecuado, los modificadores que se dan entre paréntesis.

1. They disappeared rapidly. (too)

2. He acts unfriendly. (certainly)

3. Ann entered the room quietly. (very)

4. You didn't react fast. (enough)

5. Her dress is definitely ruined. (almost)

6. They drove back slowly. (rather)

7. His men quickly controlled the situation. (very)

8. They left the city suddenly. (quite)

9. Crazy, he will attempt it again. (enough)

10. She used all the words correctly. (really)

11. We matched all the pieces well. (fairly)

12. The contestant answered all the questions intelligently. (truly)

13. I don't think you did it carefully. (enough)

14. She answered fast, without really thinking. (too)

15. It is completely spoiled. (almost)

23.2.2. Sustituya con el elemento que aparece entre paréntesis el correspondiente de la frase inmediatamente anterior.

1. John wrote quite rapidly.
1.1. (very) _____
1.2. (enough) _____
1.3. (too) _____
1.4. (rather) _____
1.5. (fairly) _____

2. They didn't dance very well.

- 2.1. (really) _____
- 2.2. (enough) _____
- 2.3. (exceedingly) _____
- 2.4. (sufficiently) _____
- 2.5. (quite) _____

3. She has certainly answered correctly.

- 3.1. (obviously) _____
- 3.2. (evidently) _____
- 3.3. (definitely) _____
- 3.4. (really) _____
- 3.5. (decidedly) _____

23.2.3. Escoja de los adverbios de cada lista a la derecha los dos que completan correctamente la frase correspondiente del mismo grupo.

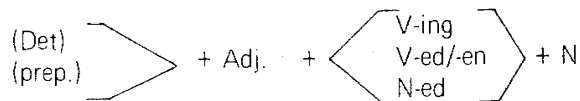
1. She spoke _____. I couldn't _____ too
understand her. _____ slowly
2. You're working _____. _____ entirely
please hurry up. _____ enough
3. We _____ forgot his re- _____ rapidly
quest. _____ almost
4. Bobby is moving _____. He _____ quietly
won't disturb the baby. _____ very
5. Henry came in _____. He _____ enough
startled us. _____ certainly
6. _____, they carried it _____ rather
_____. Three pieces are _____ carelessly
broken. _____ suddenly
7. He acted _____ to _____ intelligently
get their help. _____ obviously
8. Vivian is _____ almost
in class at this time.



9. She usually expresses herself _____ well
_____ and clearly. quickly
10. Will they type _____ to complete quite
the work by eight? timidly
11. _____ Marge is firmly
_____ now. She has been dancing too
for two hours. enough
12. Bob spoke _____ evidently
They won't pay any attention to his request.

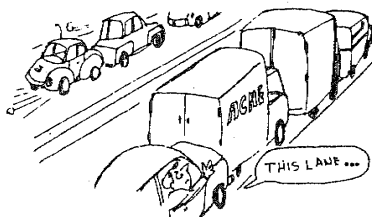
23.3. Para indicar matices de grado o características utilizando formas compuestas.

Esquemas Estructurales Parciales:



A. Construcciones de adjetivo o adverbio más participio activo (V-ing) o pasivo (V-ed/-en) o pseudo-participios (N-ed).*

This lane is for *slow-moving* vehicles. Change to the other one.



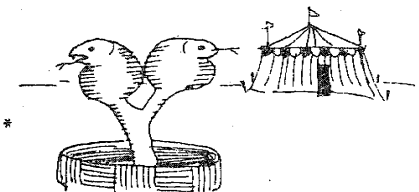
They're exhibiting the *much-celebrated* Mona Lisa in our local museum.



We're using the *heavy-sprinkling* system now.



Is that *light-haired** girl Bob's sister?



Their main attraction is a *two-headed** cobra.

OBSERVE

THIS LANE IS FOR *SLOW-MOVING* VEHICLES.
THEY ARE EXHIBITING THE *MUCH-CELEBRATED* MONA LISA
IN OUR LOCAL MUSEUM.

Las construcciones de adjetivo más participio activo o pasivo actúan como una unidad para describir matices de grado o características de un sustantivo y pueden anteponerse a él o ir enlazados con él por un copulativo. Hay siempre un guión entre el adjetivo o el adverbio y el participio para indicar tal unidad.

IS THAT *LIGHT-HAIRED* GIRL BOB'S SISTER?
THEIR MAIN ATTRACTION IS A *TWO-HEADED* COBRA.

Hay una serie de sustantivos que admiten la terminación -ED para convertirse en pseudo-participios y formar construcciones descriptivas con adjetivos o adverbios como los participios verbales. Otros ejemplos son: GREEN-EYED, ABLE-BODIED, OLD-FASHIONED, FEEBLE-MINDED, KIND-HEARTED, SURE-FOOTED, etc.

* Pseudo-participios. Formas derivadas de sustantivos.



23.3A.1. Complete cada oración utilizando en su debido orden los elementos que se le dan entre paréntesis. No olvide utilizar el guión donde sea necesario.

1. Thomas is _____ now. (boy)
(grown) (a) (full).
2. Your bed is only _____ (made)
(half).
3. We had a wonderful dinner in _____
_____ near Maggie's house. (restaurant)
(little) (known) (a).
4. John Clark and his brother are _____
_____ (serious) (very) (minded) (persons).
5. I found _____ illustrated in
that book. (cheaply) (some) (houses) (constructed).
6. She bought _____ (dozen) (sealing)
(fast) (a) (envelopes).
7. He gave away _____ he
possessed. (penny) (earned) (hard) (every).
8. Mrs. Ross is _____ with
everybody. (acquainted) (well).
9. Dr. Smith asked _____ to
attend his lectures. (the) (artistically) (all) (students) (inclined).
10. Who wrote _____ ?
(story) (ill) (this) (constructed).
11. Who are _____ ?
(beauties) (those) (eyed) (green).
12. His financial success was _____
_____ last year. (about) (much)
(talked).
13. We need a pair of _____ to complete
her costume. (fashioned) (shoes) (old).
14. Her son is _____ (a)
(accomplished) (violinist) (truly).
15. I love _____ (girl)
(this) (hearted) (tender).

B. Construcciones de sustantivos más participio activo (V-ing) o pasivo (V-ed/-en).

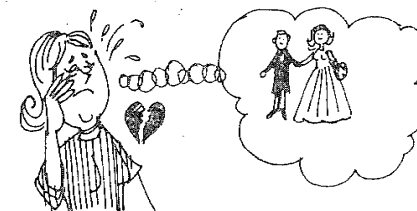
Esquemas Estructurales Parciales:

(Det) + Ns + $\begin{cases} \text{V-ing} \\ \text{V-ed/-en} \end{cases}$

Picking cotton by hand is a **back-breaking** job.



Helen is **heart-broken**. Her boy friend married another girl.



- That's an **ear-piercing** sound. Please stop it.



OBSERVE

PICKING COTTON BY HAND IS A **BACK-BREAKING** JOB.
HELEN IS **HEART-BROKEN**.

Las construcciones de sustantivo más participio activo o pasivo también actúan como una unidad para describir características de un sustantivo, y también van enlazadas por un guión, e igualmente pueden anteponerse al sustantivo al que se refieren o unirse a él, por un copulativo.

23.3B.1. Coloque los dos sustantivos que se encuentran al final de cada oración en el lugar que les corresponda dentro de ella.

1. She gave me a beautiful _____ painted
_____ (vase, hand).



2. I felt uncomfortable in that _____ charged _____ . (room, emotion).
3. Unfortunately, his is not a _____ winding _____ . (self, watch).
4. Is that a _____ cutting _____ ? (nail, device).
5. Those are _____ consuming _____ . (time, activities).
6. These are _____ bought _____ . Ann didn't have time to bake any herself. (cookies, store).
7. Do you have any _____ mending _____ left? (thread, sock)
8. Is this a _____ made _____ ? It's very beautiful. (sweater, hand).
9. Mr. Tyles is demonstrating some _____ bending _____ . (exercises, back).
10. You should eat more _____ producing _____ . (energy, food).
11. Was that _____ bleached _____ for her? (sun, cloth).
12. I don't like _____ coated _____ . (chewing gum, sugar).
13. These are _____ building _____ . (elements, bone).
14. This product neutralizes _____ forming _____ . (bacteria, acid).
15. It is a _____ forming _____ . (drug, habit).

C. Construcciones cuantitativas de adjetivo numeral más sustantivo, y de adjetivo numeral, más sustantivo, más adjetivo de descripción.

Esquemas Estructurales Parciales:

Num + Ns + N

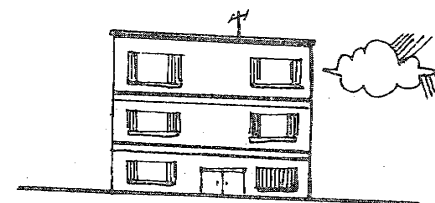
Num + Ns + Adj + N

I. Con Adjetivo Numeral más Sustantivo

His report covered a *two-year* period.

Report
1973-1975

They bought a *three-story* house.



II. Con Adjetivo Numeral más Sustantivo más adjetivo Calificativo.

I need a *two-inch-wide* ribbon.



We have a *three-year-old* girl.
Today is her birthday.





OBSERVE

HIS REPORT COVERED A **TWO-YEAR** PERIOD.
I NEED A **TWO-INCH-WIDE** RIBBON.

Las expresiones de cantidad o medida, compuestas de un numeral y un sustantivo, o un numeral, un sustantivo y un adjetivo, pueden anteponerse al sustantivo al que miden o cuantifican. En este caso el sustantivo que integra la construcción cuantitativa o de medida no lleva forma plural aunque le corresponda sentido plural, como la llevaría si la expresión cuantitativa o de medida fuera pospuesta, como en HIS REPORT COVERED A PERIOD OF TWO YEARS; I NEED A RIBBON TWO INCHES WIDE.

La inclusión del adjetivo en estas construcciones se hace por conveniencia de claridad: A TWO-INCH-WIDE RIBBON es distinto de A TWO-INCH-LONG RIBBON; o simplemente por razón de estilo: WE HAVE A **THREE-YEAR** GIRL o WE HAVE A **THREE-YEAR-OLD** GIRL.

23.3C.1. Con los datos de la primera oración, complete la segunda, utilizando la construcción cuantitativa o de medida antepuesta al sustantivo modificado.

1. I used a hose ten yards long. I used a _____
2. We'll sign a lease for three years. We'll sign a _____
3. Did you buy the set with two volumes? Did you buy the _____
4. Is he going on a tour of twenty days? Is he going on a _____
5. The Browns have a boy six feet tall. The Browns have a _____
6. She needs a box two feet deep. She needs a _____
7. When did they construct that building twenty stories high? When did they construct that _____
8. They formed a line two blocks long. They formed a _____

9. We stepped into water ten inches deep. We stepped into _____
10. His horse jumped over a fence two yards high. His horse jumped over a _____
11. We bought a Christmas tree nine feet tall this year. We bought a _____ this year.
12. They requested tickets for first class. They requested _____
13. She needs a jug for two gallons. She needs a _____
14. Mrs. Kent grew a watermelon of fifty pounds. Mrs. Kent grew a _____
15. That ditch is four feet wide. That is a _____



Módulo 14

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Reconocerá cuáles adjetivos indican un color y cuáles un grado de intensidad de color. Ej. RED, BLUE, (color), LIGHT, DARK, (intensidad), etc.
2. Agregará el sufijo -ISH a los adjetivos que indican color, para denotar semejanza o aproximación a ese color. Ej. REDDISH, BLUISH, etc.
3. Combinará adjetivos o sustantivos que denoten grados de intensidad de color (LIGHT), tintes especiales (BLUISH), tipos especiales de color según su procedencia (BALTIC) o según el objeto del que derivan (SKY), con adjetivos que señalan los colores propiamente dichos, Ejs. *LIGHT-BLUE, BLUISH-GREEN, BALTIC BLUE, SKY-BLUE, etc.*
4. Utilizará las combinaciones mencionadas en el punto anterior en la posición y con la función de un adjetivo. Ejs. I HAVE A *LIGHT-BLUE SWEATER* AND A *BALTIC BLUE SKIRT*, HIS CAR IS *BLUISH-GREEN*, DOES YOUR BABY HAVE *SKY-BLUE EYES*?
5. Reconocerá el significado de cada uno de los partitivos propuestos en esta Unidad.
6. Reconocerá cuáles partitivos pueden anteponerse a todo tipo de sustantivos comunes, como ALL OF: ALL OF *THE WATER*, ALL OF *THE ORANGE*, ALL OF *THE BOYS*; cuáles solamente van antes de un singular o un masivo, como MUCH OF: MUCH OF *THE ORANGE*, MUCH OF *THE WATER*, y cuáles solamente van antes de un plural, como A FEW: A FEW OF *THE BOYS*.
7. Reconocerá el significado especial de las palabras VERY, JUST, ALMOST, ENOUGH, MORE y LESS, que normalmente son adverbios intensificadores, así como del comparativo FEWER. Ejs. VERY – HIS *VERY WORDS*, JUST – *JUST A BOY*, etc.
8. Reconocerá como adjetivos varias palabras que por su terminación en -LY pueden confundirse con adverbios: COWARDLY, FRIENDLY, LOVELY, etc. Distinguirá entre ellas cuáles son también adverbios.
9. Reconocerá como adjetivos y como adverbios, y como tales los usará, los formados por la adición del sufijo -LY a expresiones de medida de tiempo como HOUR, DAY, WEEK, etc., Ejs. HOURLY, DAILY, WEEKLY, etc.
10. Reconocerá como adjetivos y como adverbios de modo o de tiempo, y las usará correctamente según el caso, las palabras EARLY, FAST, HARD, LATE y STRAIGHT.

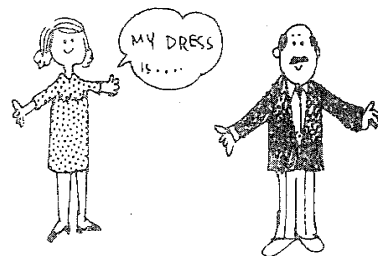


23.4. Para expresar gradaciones y matices de color.

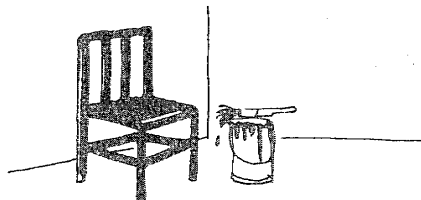
Esquema Estructural Parcial:

Adj [shade] + Adj [color]

My dress is *light-gray*. His coat is *dark-gray*.



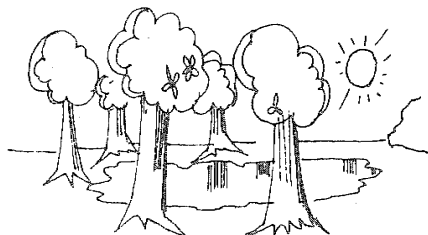
They painted the chair *solid-black*.



I bought a *Mexican pink* skirt for myself and a *Baltic blue* dress for Helen.



The water of the lake looks *bluish-green* at this hour, as it reflects the sky and the trees. Sometimes, when it gets dark, it looks *grayish-green*.



The uniforms of our soldiers are *olive-green*. The uniforms of our sailors are *navy-blue*.



OBSERVE

MY DRESS IS *LIGHT-GRAY*. HIS COAT IS *DARK-GRAY*.
THEY PAINTED THE CHAIR *SOLID-BLACK*.
I BOUGHT A *MEXICAN PINK* SKIRT FOR MYSELF AND A *BALTIC BLUE* DRESS FOR HELEN.
THE WATER OF THE LAKE LOOKS *BLUISH-GREEN* AT THIS HOUR.
SOMETIMES IT LOOKS *GRAYISH-GREEN*.
THE UNIFORMS OF OUR SOLDIERS ARE *OLIVE-GREEN*.
THE UNIFORMS OF OUR SAILORS ARE *NAVY BLUE*.

La tonalidad o el matiz de un color puede expresarse con un adjetivo como LIGHT, DARK, PALE, DEEP, SOFT, SOLID, con adjetivos que indican color (BLUE, RED, YELLOW, etc.) a los cuales se les agrega el sufijo. -ISH (a la manera de, similar a), con formas especiales que indican el lugar en donde se originó cierto color, como MEXICAN PINK, PRUSSIAN BLUE, BALTIC BLUE, ULTRAMARINE BLUE, FRENCH GRAY, o con el nombre de un objeto del cual se toma el color, como ALMOND GREEN, APPLE GREEN, BOTTLE GREEN, EMERALD GREEN, OLIVE GREEN, PEA GREEN, SEA GREEN, SKY BLUE, COBALT BLUE, PEARL GRAY, STEEL GRAY, etc.

Las dos primeras combinaciones llevan guión intermedio, pero también se escriben sin él. De cualquier manera, estas construcciones son inseparables y se pueden usar antepuestas al nombre del sustantivo al que se refieren o después de él, enlazadas a él con un verbo copulativo.

23.4.1. Complete cada oración con las palabras que se encuentran bajo la línea colocadas en su orden debido.

1. They have _____ . It's new.

blue – a – Baltic – car



2. Both girls _____
is – brown – reddish – hair
3. I like _____
green – walls – almond – those
4. Shouldn't _____?
uniforms – blue – be – their – navy
5. Marianne bought _____
velvet – pink – dress – soft – a
6. Is _____ its original color?
red – that – greenish
7. I love _____
blue – his – deep – eyes
8. _____ impresses me.
skin – white – lily – her
9. I don't think _____ is adequate for
gray – that – tone – light
their purposes.
10. We need _____ to complete our
dozen – pink – a – roses – pale
flower arrangement.
11. I'm not sure _____ will look well
green – blouse – this – bottle
with my new skirt.
12. Please hand her _____
the – accessories – white – all – pearl
you brought.
13. Mother ordered _____ for the
material – red – Indian – some
studio curtains.
14. What's _____ they are
grayish – substance – that – white
using?
15. The red couch contrasted vividly against _____
paneled – brown – wall – the – dark

23.5. Para señalar que parte de un todo se considera en una determinada situación.

Esquemas Estructurales Parciales:

ALL/NOT ALL
MOST
SOME
NONE
NOT ANY
HALF, ONE FOURTH, ETC.

+ OF + Det. + $\left\{ \begin{array}{l} Ns \\ Np \\ Nnc \end{array} \right.$

MANY/NOT MANY
SEVERAL
A FEW
ONE, TWO, ETC.,

+ OF + Det. + Np

A/ONE + UMs
TWO, THREE, ETC. + UMp

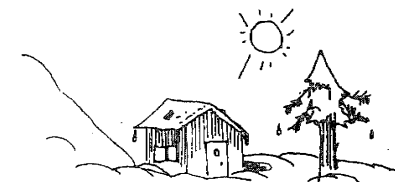
+ OF + Det. + $\left\{ \begin{array}{l} Nnc \\ Np \end{array} \right.$

MUCH/NOT MUCH + OF + Det + Nnc

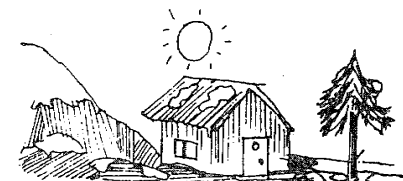
It's 5 a.m. January 10. **NONE**
OF THE SNOW has melted.
NOT ANY OF THE SNOW
has melted.



It's 9 a.m. January 10. **NOT**
MUCH OF THE SNOW has melted.

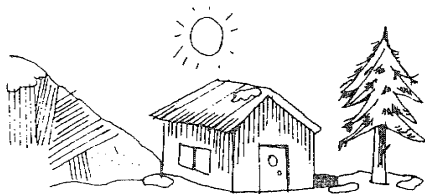


It's 4 p.m. January 10. **MUCH**
OF THE SNOW has melted.

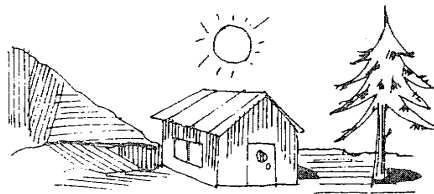




It's 8 a.m. January 11. **MOST**
OF THE SNOW has melted.



It's 12 noon. January 11. **ALL**
OF THE SNOW has melted.



ALL OF THE GIRLS are holding
a flower. **NONE OF THE BOYS** are
holding flowers. **NOT ANY OF**
THE BOYS are holding flowers.



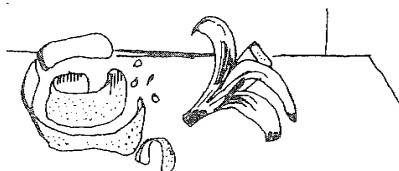
MANY OF THE WINDOWS are open.
NOT MANY OF THE DOORS are open.



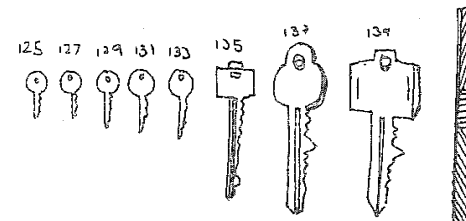
NOT ALL OF THE CHILDREN are
playing, but **MOST OF THEM**
are playing.



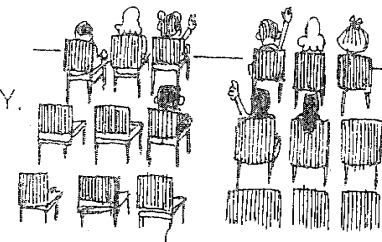
She ate **ALL OF THE ORANGE**,
but she left **SOME OF THE**
BANANA.



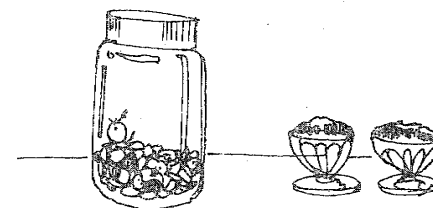
THREE OF THE KEYS are big.



HALF OF THE CHAIRS ARE EMPTY.



ONE THIRD OF THE JAR is full
of fruit.
You may use **HALF OF THAT**
FRUIT for the sherbet.



OBSERVE.

ALL OF THE SNOW HAS MEL-
TED.
MOST OF THE SNOW HAS
MELTED.
MUCH OF THE SNOW HAS
MELTED.
SOME OF IT IS ON THE
GROUND.
NONE OF THE SNOW HAS
MELTED.
NOT ANY OF THE SNOW HAS
MELTED.
NOT MUCH OF THE SNOW
HAS MELTED.

ALL OF THE GIRLS ARE HOL-
DING A FLOWER.
SHE ATE **ALL OF THE ORAN-**
GE.
MOST OF THEM ARE PLA-
YING.
MANY OF THE WINDOWS
ARE OPEN.
SHE LEFT **SOME OF THE BA-**
NANA.
NONE OF THE BOYS ARE HOL-
DING FLOWERS.
NOT ANY OF THE BOYS ARE
HOLDING FLOWERS.



**NOT MANY OF THE DOORS
ARE OPEN.
NOT ALL OF THE CHILDREN
ARE PLAYING.**

ALL OF, MOST OF, SOME OF, NONE OF, NOT ANY OF, NOT ALL OF se anteponen a sustantivos en singular y en plural y a sustantivos que no admiten el numeral uno, como SNOW, para indicar la porción de un todo que se está considerando en una situación dada.

MUCH OF y NOT MUCH OF y A LITTLE OF solamente se anteponen a sustantivos que no admiten el numeral uno, o a singulares, mientras que MANY OF, NOT MANY OF, A FEW OF y SEVERAL OF solamente lo hacen con sustantivos plurales.

**THREE OF THE KEYS ARE BIG. A THIRD OF THE JAR IS FULL OF FRUIT.
HALF OF THE CHAIRS ARE EMPTY. YOU MAY USE HALF OF THAT FRUIT FOR THE SHERBET.**

Los numerales cardinales seguidos de OF solamente se pueden usar con sustantivos en plural, los partitivos pueden usarse con sustantivos que no admiten el numeral 1 y con sustantivos en singular y en plural.

Hay otras expresiones como PART OF, A FRACTION OF, A BIT OF, A POUND OF, A YARD OF, y todas las que se emplean como medida, que también pueden usarse para indicar una porción del todo.

Los partitivos, excepto HALF, se forman con números cardinales como numeradores y números ordinales (pluralizados cuando el numerador es dos o más) como denominadores. Cuando el numerador es ONE, normalmente se sustituye por el artículo A/AN. El ordinal pluralizado puede usarse sólo para indicar la forma de partición. Ej. I'M GOING TO DIVIDE IT **INTO FOURTHS**.

23.5.1. Complete indicando la porción del todo que corresponde según el contexto.

- _____ the people in the world will die some day.
- _____ the air pollution is produced by automobiles.
- _____ the countries of the world are rich countries. Only a few are.

- _____ the surface of the Earth is covered with water.
- We spend _____ our time sleeping.
- _____ the inhabitants of Mexico speak Spanish.
- _____ the people in my school write with their right hand. Many are left-handed.
- All of my friends are coming to my party. _____ them will be absent.
- _____ the countries on the American Continent have seacoasts.
- _____ of the astronauts have visited the Moon.

23.5.2. Guiándose por la información dada, complete cada frase con **all of**, **not all of**, **most of**, **many of**, **not many of**, **much of**, **not much of**, **some of**, **none of**, **not any of**, o un numeral cardinal o partitivo combinado con **of** más el sustantivo o pronombre correspondiente. Use los cardinales y partitivos cuando se trate de cantidades precisas.

- No student was absent today. **All of the students came today.**
- There's only a little milk in the bottle. John drank _____ for breakfast.
- Twenty people entered the room, seven left almost immediately. _____ remained in the room.
- I bought a pound (16 oz.) of chocolates. I gave 8 oz. to Clara. I kept _____ (8 oz.) for myself.
- All the workers wanted the raise. Two didn't sign the petition. _____ signed the petition.
- * Only a small part of the system was not damaged. _____ was damaged.
- I have twenty students in my class. All passed the course. _____ failed.
- We divided the money into thirds. _____ is for Helen, the other two are for Bertha and Lois.
- Did he spend a great amount of time there? Yes, he spent _____ his _____ there, talking with his friends.
- Are you going to need much soap? I'll need _____. There won't be any left for Sally.



11. Here's one dollar _____
_____ is twenty-five cents, three-fourths is seventy-five.
12. We have many friends working in that hospital _____
_____ are doctors, some others
are nurses, and a few others are clerks.
13. The big building was on fire yesterday. Fortunately, _____
_____ was destroyed, only part
of it was.
14. Is _____ spoiled? No,
not much, only a few pears and a banana, the other fruit is all right.
15. Are you hiring the ten men? No, I'm hiring only _____
_____ the other six will work at
another company.
16. Did the children eat some of the cake? No, they didn't eat _____

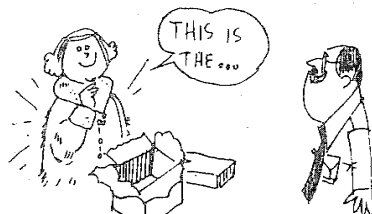
SECCION DE VOCABULARIO

23.Voc.A. Algunas formas conocidas comúnmente como adverbios, que se usan como adjetivos antepuestos a sustantivos.

(Observe the position of THE: ... THE VERY.....JUST THE...)

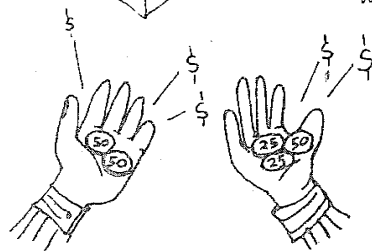
VERY/JUST – EXACTLY

This is the **very** thing I wanted.
This is **just** the thing I wanted.



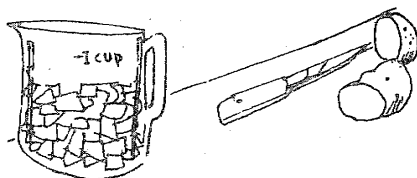
JUST – ONLY/NO MORE

I have **just** two dollars.
I have **only** two dollars.



ALMOST – APPROXIMATELY THE AMOUNT.

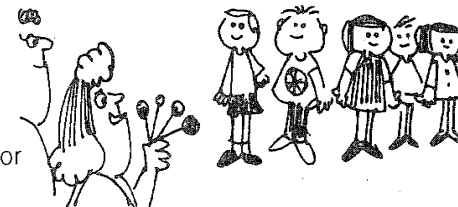
She chopped **almost** a cup.



ENOUGH – SUFFICIENT

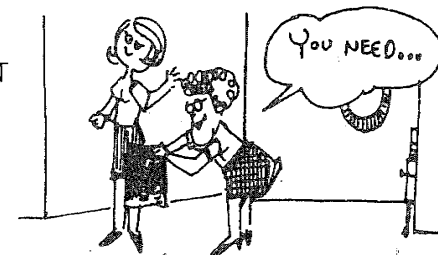
We don't have **enough** lollipops
for all the children

We don't have lollipops **enough** for
all the children.



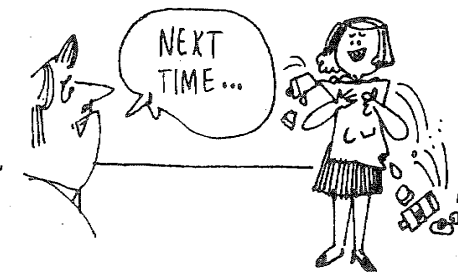
MORE – ADDITIONAL AMOUNT OR NUMBER

You need **more** material for
a long skirt.



LESS – REDUCED AMOUNT FEWER – REDUCED NUMBER

Next time carry **fewer** things,
you'll waste **less** effort,
time and money.



(**LESS** is used with non-count nouns: WATER, BREAD, EFFORT, TIME, ETC.

FEWER is used with count nouns: THINGS, HOUSES, BOOKS, ETC.).

23.Voc.A.1. Guiándose por el contexto, complete con very, just, only, almost, enough, more, less o fewer.

1. Is it exactly what he proposed before? Yes, it is the _____
_____ thing he proposed before.
2. It costs ninety-nine cents. It costs _____
a dollar.



3. Hey! The recipe calls for _____ milk, and eggs you're using too much milk and too many eggs.
4. There's only _____ oil in the world to last a few years.
5. Did all your children come? No, _____ Jack and Theresa did.
6. We need _____ time to finish the work, it is very difficult and time consuming.
7. I'm afraid I don't have _____ food for all those people.
8. Are you sure that's exactly what he said? Yes, those were his _____ words.
9. He's _____ a friend. There's nothing special between us.
10. Buying on installments costs _____ money.
11. Eat _____ fruit, it's good for you. Fruit has vitamins.
12. He has an appointment at five. It's four fifty-five. It's _____ time for his appointment.
13. They demand a twenty-dollar deposit, and I have two-ten-dollar bills. I have _____ money for the deposit.
14. This is the _____ color I wanted. It matches my curtains perfectly.
15. It's not expensive. It costs _____ three pesos.
16. The river has _____ water now. It's the dry season.
17. Is this little Johnny? It's impossible! He was a child the last time I saw him and now he's _____ a man.
18. She doesn't need any _____ clothes. She has a closet full of them.
19. You brought six cups but only five saucers. You didn't bring _____ saucers for the cups.
20. Don't tell me she's getting married! She's _____ a child.

23.Voc.B.1. Algunos adjetivos que por su forma pueden confundirse con adverbios de modo.

COWARDLY Their *cowardly* act caused indignation in the people.
DEADLY Matches are sometimes *deadly* weapons in the hands of children.

FATHERLY Mr. Kent gave me some *fatherly* advice.
FRIENDLY Her *friendly* voice attracted the child.
HEAVENLY Angels are *heavenly* creatures.
KINDLY* My *kindly* old grandfather is vividly present in my mind.
LIVELY* It was a *lively* party. Everybody had a wonderful time.
LONELY She feels very *lonely* since her husband died.
LOVELY Martha looked *lovely* in her pink velvet dress.
MANLY I congratulate you on your *manly* position in this matter.
MASTERLY* His was a *masterly* performance. He's a magnificent pianist.

* También se usan normalmente como adverbios.

OBSERVE

En su mayoría estos adjetivos se forman con un sustantivo al que se le agrega el sufijo -LY, aunque hay algunos como DEADLY, que se forman de un adjetivo.

Su significado se relaciona con el del sustantivo o adjetivo correspondiente.

II. Algunos adjetivos que tienen la misma forma que el adverbio correspondiente.

HOURLY, DAILY, NIGHTLY, WEEKLY, MONTHLY, YEARLY. Indicate periodicity of occurrence, the periodicity indicated by the noun from which they derive.

John makes a *weekly* visit to his family. He sees his family *weekly*.

EARLY We'll have to make an *early* departure. We'll depart *early*.
FAST He made a *fast* turn to the right. He turned *fast* to the right.
HARD Margaret is a *hard* worker. She works *hard*.
LATE* Did you see the *late* show? Did you stay up *late* to see the show?
STRAIGHT I drew a *straight* line. I drew the line *straight*.

* ALSO MEANS DECEASED OR PAST: The late Mr. Johnson was a good man.



25.Voc.B.I-II.1. Guiándose por el contexto, complete con el adjetivo o adverbio de los indicados en estos dos grupos que mejor complete el significado de cada oración.

1. Mrs. Clark is a _____ old woman. She acts in a kindly manner.
2. His report is published every year. It's a _____ report.
3. Helen swims very fast. She is a _____ swimmer.
4. The poor man was _____. He had no company.
5. Susan has a _____ beauty. It is out of this world.
6. Mr. Lee is a _____ speaker. His words are full of life and animation.
7. A turtle is not fast. It doesn't move _____.
8. Her _____ attitude attracted the friendship of other people.
9. Please walk _____. Don't turn either right or left.
10. The _____ poison of the snake killed her instantly.
11. Do you receive this magazine every week? Yes, it's a _____ publication.
12. She's very _____ and everybody really admires and loves her.
13. I have been studying _____ all week. I have a difficult exam next Monday.
14. His _____ treason shows his lack of courage.
15. Helen's daughter appears _____ on television. Her program is from 9 to 10 every night.
16. Mr. Simpson's _____ protection extended to all the little children in the orphanage. He was like a father to them.
17. They acted superbly. Theirs was a _____ performance.
18. Please get up _____. We have to leave before six a.m.
19. His _____ response in the face of danger made his wife feel proud.

20. The nurse checks the charts _____. She checks them every sixty minutes.
21. Their _____ arrival retarded everything. They arrived two hours late.
22. Do you receive the newspaper _____? Yes, except Mondays.
23. You answered _____. Your words were full of kindness.
24. We have exams every month. These _____ exams are usually long.
25. He defended the man _____ and got his acquittal. His oratory was that of a master of eloquence.

SECCION DE TRADUCCION

Ejemplos para observar:

- | | |
|---|--|
| 1. He's accustomed to living there. | <i>Está acostumbrado a vivir allí.</i> |
| 2. The boxes were completely full of money. | <i>Las cajas estaban completamente llenas de dinero.</i> |
| 3. Bertha didn't catch it fast enough. | <i>Bertha no lo atrapó lo bastante rápido.</i> |
| 4. Mary was afraid of getting lost. | <i>Mary tenía miedo de perderse.</i> |
| 5. Let's be friendly to them. | <i>Seamos amigables con ellos.</i> |
| 6. The man cowardly turned around and left. | <i>El hombre cobardemente dio vuelta y se marchó.</i> |
| 7. Nancy did it absolutely by herself. | <i>Nancy lo hizo absolutamente sola.</i> |
| 8. Did they tell him how to come back? | <i>¿Le dijeron cómo regresar?</i> |
| 9. John runs too fast. I can't catch up with him. | <i>Juan corre demasiado rápido: No puedo alcanzarlo.</i> |
| 10. That woman is extremely narrow-minded. | <i>Esa mujer es de criterio extremadamente estrecho.</i> |

23. Trad. 1. Traduzca.

1. They're the much-spoken about sisters.
2. Are you capable of finishing on time?



3. He covered them with a beautiful Prussian blue material.
4. We were very desperate about the news.
5. I prefer home-made cookies.
6. He gave us a ten-dollar lamp.
7. None of my friends could come.
8. Unfortunately, much of the food was wasted.
9. The dress was almost totally ruined.
10. Can you teach Bobby how to dress himself?

LECTURA DE COMPRENSION

Lea cuidadosamente la siguiente biografía y luego conteste las preguntas que se le hacen.

EMILY DICKINSON, THE POETESS WHO HID HERSELF AND HER POEMS FROM THE WORLD.

When Emily Dickinson died, only seven of her nearly eighteen hundred poems had been published, and it took almost seventy years until a definitive edition of all her works was published. The first edition of her poems, a few selected ones, which her sister Lavinia managed to have published, met with a cold reception by the critics. Fortunately, the public seemed to like the poems, so her fame grew steadily as more and more people got acquainted with them, and nowadays she is considered one of the great American poets of all time.

Emily Elizabeth Dickinson was born December 10, 1830 in the beautiful, spacious brick house her grandfather had built in Amherst, Massachusetts. She was the second of the three children born to a well-to-do lawyer and statesman and his wife. Both he and his wife belonged to old and important families of the locality, and their house was continually visited by all the prominent members of the community and also by the most distinguished personalities who came to town. It was through these visitors that Emily had some contact with the outside world, since she never left Amherst except for brief trips to neighboring towns, a visit with her sister Lavinia to Washington

and Philadelphia in 1855 to see their father, who was serving in Congress at the time, and two summer visits to Boston and Cambridge in 1864 and 1866 to undergo some eye treatment. Her life, until she was about twenty-five, was that of a normal young girl, charming and vivacious, with the usual attraction for young men, but she did not marry, and gradually started retiring from all outside activities, including formal attendance to church, and secluded herself in her home. She was deeply religious, but seemed unable to go along with conventional church practices, whose validity she questioned, and finally broke away from church membership, as she broke away from all social contact outside her home and even got to the point of refusing to see friends who came to visit her. Besides her closest family and very intimate friends, children were the only ones for whom she was always available. She never refused to talk to them, or to tell them stories, and her cookie jar was always full of delicious cookies for them. Why did she act that way? Was it love of privacy only? The peculiarities of a genius? A religious need to be in communion with God through solitude? Her sensitivity exasperated because of some internal disturbance? A frustrated love? She would spend hours inside the house, reading or writing, or tending to the family's needs, or she would take long walks in the vast garden that surrounded the house, or visit her brother's house next door. For the last part of her life she only dressed in white.

Emily's formal education was limited to what could be considered high school level in our days, but it gave her the foundation of a good classics formation. Leonard Humphrey, one of her teachers at Amherst Academy, helped her greatly along this line, and she continued afterwards on her own. The Dickinsons had an excellent library, and Emily read widely, in spite of her father's opposition to her doing so. Her vast reading, however, didn't seem to bear direct influence on her writing, which was totally fresh and original, even a little ungrammatical. She attended Mount Holyoke for a year, but she didn't continue her studies there, partly because she felt unable to make a formal profession of faith as was expected of her in that environment, and partly because she didn't want to be away from her family, whom she loved dearly and to whom she was very attached.

Miss Dickinson was not acquainted with the literary world, and this perhaps accounts for the coldness with which her first book of verses was received. Benjamin Newton, a law student who worked in her father's office, was the one who encouraged her to write, and he also guided her in her first attempts at poems. However, he left her father's office at Amherst, and moved to Worcester, Massachusetts, where he married soon afterwards. Only three years later he died, and his death left Emily with nobody with whom to discuss her need of writing and her literary ideas and dreams. Benjamin



Newton's place was soon filled by Rev. Charles Wadsworth, who probably saw in her a sensitive girl badly in need of support and understanding, which he tried to provide generously, but who probably inspired in her feelings more profound and affectionate than the usual ones between a minister and a member of his congregation. Anyhow, he moved to California with his wife and children, and Emily was left again without the spiritual support she needed. Her best poetry was written during this period and the immediately following years. However, when in response to an article written by Thomas Wentworth Higginson in the *Atlantic Monthly Review* she sent him some of her poems, and asked his opinion about them, his answer was far from encouraging. In fact, he was the one responsible for her not publishing any of her poems, since he told her she needed to modify them in order to make them conform to certain standards then considered necessary for publication. Doing this would have meant destroying what was fresh and original in her work, and fortunately she was wise enough to refuse. She decided she would have her poems forever condemned to obscurity rather than falsify them, thus they remained unpublished until after her death. In spite of his unfavorable opinions about her poetry, Emily took Higginson as her literary adviser, and in a way he replaced Newton and Wadsworth. She found three other friends in the literary world. Two of them were publishers, Samuel Bowels and Josiah Holland, and both shared Higginson's opinion about Emily's writing, while the third, a woman writer, Helen Hunt Jackson, raised her voice in her defense. She even tried to have some of Emily's poems published, but found no support.

There was still another person to whom Emily grew specially attached. This was Judge Lord, an old friend of her father's. He and his wife used to visit the Dickinsons quite frequently, and he kept visiting them after the later died in 1877. The old time friendship that united Judge Lord and Emily changed to a deeper affection, and he asked Emily to marry him. However, Emily was afraid to begin a new life and decided to remain single and to continue in her seclusion, now complete and definitive. She communicated with her friends mostly by letter, and maybe for this reason she abandoned her poetry almost completely, except for some superficial poems written on occasion, to honor her friends or to commemorate an event, which in general had very limited literary value. Perhaps only some forty or fifty of her hundreds of poems are real works of art, but they are proof enough of her genius and poetic ability. In a few lines she manages to condense a world of feeling and beauty, as she does in the following brief poem, which can well serve as an example of her talent for writing poetry:

TO MAKE A PRAIRIE IT TAKES A CLOVER AND ONE BEE.

To make a prairie it takes a clover and one bee,
One clover, and a bee,
And revery
The revery alone will do,
bees are few.

Judge Lord died in 1884, Mrs. Jackson, Bowels, Holland and Wadsworth had all died before him. Her best friends had gone, and Emily herself suffered nervous exhaustion which confined her longer and more frequently to her room, until she died on May 15, 1886, at 56 years of age. Her physical death marked the beginning of her literary fame, as her sister Lavinia set out to find the way of publishing her poems, which she finally did with Higginson's help, in spite of his reluctance to do so. He and Mrs. Mabel Todd published the first collection of Emily's poems, selected to please the public and ironed out to conform to the spelling and grammar rules Emily so often ignored. The success of this first edition prompted second and third collections of Miss Dickinson's poems, edited in 1891 and 1896, and also an edition of her letters in 1894. Other editions of her poems and letters followed, until the definitive edition of her complete works published by the Harvard University Press appeared in 1955.

Emily Dickinson was interested in the forms of nature and she tried to capture them in their changing process; she felt that the life of man always oscillates between two extremes: Ecstasy and despair, death and an ever present wish for immortality, and she also tried to convey this feeling in her poems. She was criticized for her arbitrary use of capital letters, for her sometimes unusual punctuation, and for her disregard of some spelling and grammar rules, but these things are really unimportant compared with her masterly use of language in rich and original combinations of extraordinary lyricism, and in new forms of rhyme and rhythm. She was totally unaware of the value of her poetry, and never dreamed she would one day be acclaimed as one of the really great American poets.

Questions:

1. How many of Miss Emily Dickinson's poems had been published before her death?
2. How was the first edition of her poems received by the critics?



3. Who had built the house where Emily was born?

4. What was Emily Dickinson's father doing in Washington in 1855?

5. For whom was she always available, besides her closest family and very intimate friends?

6. Where was her brother's house?

7. How long did she attend Mount Holyoke?

8. Who encouraged her to write?

9. What did Rev. Wadsworth probably see in Emily?

10. What did Emily decide with regard to Higginson's advice to modify her poems?

11. What did Helen Hunt Jackson try to do in relation to Emily's poems?

12. What did Judge Lord ask Emily to do?

13. According to the brief poem included in Miss Dickinson's biography, what is necessary to make a prairie?

14. What was the cause for Miss Dickinson's confinement in her room?

15. Between what two extremes did Emily Dickinson feel the life of man always oscillates?

Respuestas a los ejercicios

Módulo 13

23.1.1.

1. John was absolutely right.
2. The room seems big enough for the meeting.
3. Helen looks exceedingly beautiful in that dress.
4. Are his poems completely original?
5. An emerald is quite expensive.
6. Please wait, the cake is almost ready.
7. Mmm! That dish is about perfect.
8. You look simply ravishing.
9. That perfume smells too sweet. I don't like it.
10. My mother was slender enough to wear my dresses.
11. Their voices were barely audible.
12. Your shoes aren't really clean, Timmy.
13. We felt rather tired last night.
14. That spot is hardly noticeable.
15. Is Margaret old enough to do the work by herself?

23.1.2.

1. There are very high peaks in the Alps.
2. I can't wear this dress, it is too short.
3. We think Terry is too young to marry. She's only fifteen.
4. Those two boys are old enough to go on the trip by themselves.
5. Mr. Kent earned two million dollars last year. He's wealthy enough to stop working.
6. Canada is very cold in the winter.
7. She's expert enough to make a good purchase.
8. Leonardo da Vinci was a very gifted man.
9. Please excuse me. I'm too busy to talk to you now.
10. Helen couldn't give any details to the police. She was too nervous.
11. You can be generous enough to forgive and forget their offenses. You'll feel better if you do.
12. His friend is very beautiful. Is she a model?
13. You're driving too fast. Please slow down.
14. Was I clear enough for all the children?
15. I'm too tired to do any more work tonight.



16. They considered the matter important enough to make a special trip to discuss it with us.
17. Is your bag big enough to hold all those things?
18. We had a very unpleasant experience during our visit to that city.
19. That apple is too high, I can't reach it.
20. He was polite enough to listen to her for two hours.

23.2.1.

1. They disappeared too rapidly.
2. He certainly acts unfriendly.
3. Ann entered the room very quietly.
4. You didn't react fast enough.
5. Her dress is almost definitely ruined.
6. They drove back rather slowly.
7. His men very quickly controlled the situation.
8. They left the city quite suddenly.
9. Crazily enough, he will attempt it again.
10. She used all the words really correctly. She really used all the words correctly. (diferente sentido).
11. We matched all the pieces fairly well.
12. The contestant answered all the questions truly intelligently.
13. I don't think you did it carefully enough.
14. She answered too fast, without really thinking.
15. It is almost completely spoiled.

23.2.2.

1. John wrote quite rapidly.
 - 1.1. John wrote very rapidly.
 - 1.2. John wrote rapidly enough.
 - 1.3. John wrote too rapidly.
 - 1.4. John wrote rather rapidly.
 - 1.5. John wrote fairly rapidly.
2. They didn't dance very well.
 - 2.1. They didn't dance really well.
 - 2.2. They didn't dance well enough.
 - 2.3. They didn't dance exceedingly well.
 - 2.4. They didn't dance sufficiently well.
 - 2.5. They didn't dance truly well.

3. She has certainly answered correctly.
 - 3.1. She has obviously answered correctly.
 - 3.2. She has evidently answered correctly.
 - 3.3. She has definitely answered correctly.
 - 3.4. She has really answered correctly.
 - 3.5. She has decidedly answered correctly.

23.2.3.

1. She spoke too rapidly, I couldn't understand her.
2. You're working very slowly. Please hurry up.
3. We almost entirely forgot his request.
4. Bobby is moving quietly enough. He won't disturb the baby.
5. Henry came in rather suddenly. He startled us.
6. Obviously, they carried it carelessly. Three pieces are broken.
7. He acted intelligently enough to get their help.
8. Vivian is almost certainly in class at this time.
9. She usually expresses herself quite firmly and clearly.
10. Will they type quickly enough to complete the work by eight?
11. Evidently, Marge is well now. She has been dancing for two hours.
12. Bob spoke too timidly. They won't pay any attention to his request.

23.3A.1.

1. Thomas is a full-grown boy now.
2. Your bed is only half-made.
3. We had a wonderful dinner in a little-known restaurant near Maggie's house.
4. John Clark and his brother are very serious-minded persons.
5. I found some cheaply-constructed houses illustrated in that book.
6. She bought a dozen fast-sealing envelopes.
7. He gave away every hard-earned penny he possessed.
8. Mrs. Ross is well-acquainted with everybody.
9. Dr. Smith asked all the artistically-inclined students to attend his lectures.
10. Who wrote this ill-constructed story?
11. Who are those green-eyed beauties?
12. His financial success was much-talked about last year.
13. We need a pair of old-fashioned shoes to complete her costume.
14. Her son is a truly-accomplished violinist.
15. I love this tender-hearted girl.

23.3B.1.

1. She gave me a beautiful hand-painted vase.



2. I felt uncomfortable in that emotion-charged room.
3. Unfortunately, his is not a self-winding watch.
4. Is that a nail-cutting device?
5. Those are time-consuming activities.
6. These are store-bought cookies. Ann didn't have time to bake any herself.
7. Do you have any sock-mending thread left?
8. Is this a hand-made sweater? It's very beautiful.
9. Mr. Tyles is demonstrating some back-bending exercises.
10. You should eat more energy-producing food.
11. Was that cloth sun-bleached?
12. I don't like sugar-coated chewing gum.
13. These are bone-building elements.
14. This product neutralizes acid-forming bacteria.
15. It is a habit-forming drug.

23.3C.1.

1. I used a hose ten yards long. I used a ten-yard-long hose.
2. We'll sign a lease for three years. We'll sign a three-year lease.
3. Did you buy the set with two volumes? Did you buy the two-volume set?
4. Is he going on a tour of twenty days? Is he going on a twenty-day tour?
5. The Browns have a boy six feet tall. The Browns have a six-foot-tall boy.
6. She needs a box two feet deep. She needs a two-foot-deep box.
7. When did they construct that building twenty stories high? When did they construct that twenty-story-high building?
8. They formed a line two blocks long. They formed a two-block-long line.
9. We stepped into water ten inches deep. We stepped into ten-inch-deep water.
10. His horse jumped over a fence two yards high. His horse jumped over a two-yard-high fence.
11. We bought a Christmas tree nine feet tall this year. We bought a nine-foot-tall Christmas tree this year.
12. They requested tickets for first class. They requested first-class tickets.
13. She needs a jug for two gallons. She needs a two-gallon jug.
14. Mrs. Kent grew a watermelon of fifty pounds. Mrs. Kent grew a fifty-pound watermelon.
15. That ditch is four feet wide. That is a four-foot-wide ditch.

Módulo 14

23.4.1.

1. They have a Baltic blue car. It's new.
2. Both girl's hair is reddish-brown.
3. I like those almond-green walls.
4. Shouldn't their uniforms be navy-blue?
5. Marianne bought a soft-pink velvet dress.
6. Is that greenish-red its original color?
7. I love his deep-blue eyes.
8. Her lily-white skin impresses me.
9. I don't think that light-gray tone is adequate for their purposes.
10. We need a dozen pale-pink roses to complete our flower arrangement.
11. I'm not sure this bottle-green blouse will look well with my new skirt.
12. Please hand her all the pearl-white accessories you brought.
13. Mother ordered some Indian red material for the studio curtains.
14. What's that grayish-white substance they are using?
15. The red couch contrasted vividly against the dark-brown-paneled wall.

23.5.1.

1. All of the people in the world will die some day.
2. Much of the air pollution is produced by automobiles.
3. Not many of the countries of the world are rich countries. Only a few are.
4. Most of the surface of the Earth is covered with water.
5. We spend much of our time sleeping.
6. Most of the inhabitants of Mexico speak Spanish.
7. Not all of the people in my school write with their right hand. Many are left-handed.
8. All of my friends are coming to my party. None of them will be absent.
9. Not all of (most of) the countries on the American Continent have seacoasts.
10. Not many of the astronauts have visited the Moon.

23.5.2.

1. No student was absent today. All of the students came today.
2. There's only a little milk in the bottle. John drank most of it for breakfast.
3. Twenty people entered the room, seven left almost immediately. Thirteen of the people remained in the room.



4. I bought a pound (16 oz.) of chocolates. I gave 8 oz. to Clara. I kept half of the chocolates for myself.
5. All the workers wanted the raise. Two didn't sign the petition. Not all of the workers signed the petition.
6. Only a small part of the system was not damaged. Most of it was damaged.
7. I have twenty students in my class. All passed the course. Not any of my students failed.
8. We divided the money into thirds. One of them is for Helen, the other two are for Bertha and Lois.
9. Did he spend a great amount of time there? Yes, he spent much of his time there, talking with his friends.
10. Are you going to need much soap? I'll need all of it. There won't be any left for Sally.
11. Here's one dollar. One-fourth of it is twenty-five cents, three-fourths is seventy-five.
12. We have many friends working in that hospital. Many of them are doctors, some others are nurses, and a few others are clerks.
13. The big building was on fire yesterday. Fortunately, not all (not much) of it was destroyed, only part of it was.
14. Is much of the fruit spoiled? No, not much, only a few pears and a banana, the other fruit is all right.
15. Are you hiring the ten men? No, I'm hiring only four of them, the other six will work at another company.
16. Did the children eat some of the cake? No, they didn't eat any of it.

23. Voc. A.1.

1. Is it exactly what he proposed before? Yes, it is the very thing he proposed before.
2. It costs ninety-nine cents. It costs almost a dollar.
3. Hey! The recipe calls for less milk, and fewer eggs, you're using too much milk and too many eggs.
4. There's only enough oil in the world to last a few years.
5. Did all your children come? No, only Jack and Theresa did. (just).
6. We need more time to finish the work, it is very difficult and time consuming.
7. I'm afraid I don't have enough food for all those people.
8. Are you sure that's exactly what he said? Yes, those were his very words.
9. He's just (only) a friend. There's nothing special between us.
10. Buying on installments costs more money.
11. Eat more fruit, it's good for you. Fruit has vitamins.

12. He has an appointment at five. It's four fifty-five. It's almost time for his appointment.
13. They demand a twenty-dollar deposit, and I have two ten-dollar bills. I have enough money for the deposit.
14. This is the very color I wanted. It matches my curtains perfectly.
15. It's not expensive. It costs just three pesos. (only).
16. The river has less water now. It's the dry season.
17. Is this little Johnny? It's impossible! He was a child the last time I saw him and now he's almost a man.
18. She doesn't need any more clothes. She has a closet full of them.
19. You brought six cups but only five saucers. You didn't bring enough saucers for the cups.
20. Don't tell me she's getting married! She's just a child! (only).

23. Voc. B. I-II.1.

1. Mrs. Clark is a kindly old woman. She acts in a kindly manner.
2. His report is published every year. It's a yearly report.
3. Helen swims very fast. She is a fast swimmer.
4. The poor man was lonely. He had no company.
5. Susan has a heavenly beauty. It is out of this world.
6. Mr. Lee is a lively speaker. His words are full of life and animation.
7. A turtle is not fast. It doesn't move fast.
8. Her friendly attitude attracted the friendship of other people.
9. Please walk straight. Don't turn either right or left.
10. The deadly poison of the snake killed her instantly.
11. Do you receive this magazine every week? Yes, it's a weekly publication.
12. She's very lovely, and everybody really admires and loves her.
13. I have been studying hard all week. I have a difficult exam next Monday.
14. His cowardly treason shows his lack of courage.
15. Helen's daughter appears nightly on television. Her program is from 9 to 10 every night.
16. Mr. Simpson's fatherly protection extended to all the little children in the orphanage. He was like a father to them.
17. They acted superbly. Theirs was a masterly performance.
18. Please get up early. We have to leave before six a.m.
19. His manly response in the face of danger made his wife feel proud.
20. The nurse checks the charts hourly. She checks them every sixty minutes.
21. Their late arrival retarded everything. They arrived two hours late.
22. Do you receive the newspaper daily? Yes, except Mondays.



23. You answered kindly. Your words were full of kindness.
 24. We have exams every month. These monthly exams are usually long.
 25. He defended the man masterly and got his acquittal. His oratory was that of a master of eloquence.
-
23. Trad. 1.
 1. They're the much-spoken about sisters. Son las hermanas sobre las que tanto se comenta.
 2. Are you capable of finishing on time? ¿Puedes terminar a tiempo?
 3. He covered them with a beautiful Prussian blue material. (El) Las cubrió (Los cubrió) con una hermosa tela azul de Prusia.
 4. We were very desperate about the news. Estábamos muy desesperados por las noticias.
 5. I prefer home-made cookies. Prefiero las galletas hechas en casa.
 6. He gave us a ten-dollar lamp. (EL) Nos dio una lámpara de diez dólares.
 7. None of my friends could come. Ninguno de mis amigos pudo venir.
 8. Unfortunately, much of the food was wasted. Desgraciadamente gran cantidad de la comida se desperdició.
 9. The dress was almost totally ruined. El vestido estaba casi totalmente arruinado.
 10. Can you teach Bobby how to dress himself? ¿Puedes enseñarle a Bobby cómo vestirse?

Questions to "EMILY DICKINSON, THE POETESS WHO HID HERSELF AND HER POEMS FROM THE WORLD"

1. How many of Miss Emily Dickinson's poems had been published before her death?
Only seven.
2. How was the first edition of her poems received by the critics?
It was received coldly.
3. Who had built the house where Emily was born?
Her grandfather.
4. What was Emily Dickinson's father doing in Washington in 1855?
He was serving in Congress.
5. For whom was she always available, besides her closest family and very intimate friends?
She was always available for children.
6. Where was her brother's house?
It was next door.
7. How long did she attend Mount Holyoke?
For one year.

8. Who encouraged her to write?
Benjamin Newton, a law student who worked in her father's office.
9. What did Rev. Wadsworth probably see in Emily?
He probably saw in her a sensitive girl badly in need of support and understanding.
10. What did Emily decide with regard to Higginson's advice to modify her poems?
She decided she would have her poems forever condemned to obscurity rather than falsify them.
11. What did Helen Hunt Jackson try to do in relation to Emily's poems?
She tried to have some of them published.
12. What did Judge Lord ask Emily to do?
He asked her to marry him.
13. According to the brief poem included in Miss Dickinson's biography, what is necessary to make a prairie?
One clover, and a bee, and revery.
14. What was the cause for Miss Dickinson's confinement in her room?
Nervous exhaustion.
15. Between what two extremes did Emily Dickinson feel the life of man always oscillates?
Between ecstasy and despair, death and an ever present wish for immortality.



Actividades complementarias

1. Utilizar los adverbios VERY, TOO e ENOUGH para indicar el grado en que cinco personas conocidas poseen determinadas cualidades: Ej. MY SISTER IS OLD ENOUGH TO GET MARRIED; HIS UNCLE IS VERY GOOD, etc.
2. Utilizar los adverbios VERY, TOO e ENOUGH para indicar el grado en que se da una determinada forma de realización de cinco de sus propios actos. Ej. I WALK VERY FAST.
3. Utilizar una vez cada una de las combinaciones detalladas en el objetivo correspondiente para calificar 5 objetos o personas con los que se encuentra diariamente; EJ. THERE IS ALWAYS A HALF-EATEN SANDWICH IN HER DESK.
4. Buscar entre los objetos de uso diario uno al que le corresponda la expresión PALE PINK, otro al que le corresponda PRUSSIAN BLUE, otro más que pueda describirse como BLUISH-RED y otro que pueda describirse como ALMOND GREEN, y describirlos utilizando la estructura completa de descripción; Ej. THE WALLS OF MY ROOM ARE PALE-PINK.
5. Indicar qué porción de las personas con las que trata diariamente en la escuela o en el centro de trabajo son casadas o solteras, y qué porción son menores de veintún años.
6. Hacer tres frases utilizando VERY, JUST, ONLY, ALMOST, ENOUGH, MORE o LESS con sustantivo.
7. Describir a tres personas conocidas utilizando los adjetivos FRIENDLY, LOVELY y MASTERLY y tres hechos a los que se les pueda adjudicar la calificación de EARLY, FAST y HARD.

UNIDAD XXIV



Objetivos generales

Al terminar de estudiar esta Unidad, el alumno:

1. Efectuará las siguientes comparaciones que se le proponen:
 - a) Entre más de dos seres o grupos de seres, para indicar a cuál le corresponde una cualidad o defecto en el grado máximo o mínimo.
 - b) Entre más de dos acciones para indicar a cuál le corresponde cierto grado de realización en el grado máximo o mínimo.
 - c) Entre dos elementos para indicar si hay o no similitud, o si hay o no diferencia entre ellos.
 - d) Entre dos seres o dos acciones en función de una cualidad o una característica de realización que poseen ambos, para indicar que la poseen en el mismo grado.
 - e) Entre dos seres o dos acciones en función de una cualidad o una característica de realización que poseen ambos, para indicar que uno la posee en mayor o menor grado que el otro.
2. Memorizará las palabras dadas en esta Unidad que señalan dirección de un movimiento.
3. Memorizará las palabras dadas en esta Unidad que indican orden de sucesión de los hechos en un caso dado.
4. Realizará las actividades complementarias de esta Unidad: pronunciación de los quince grupos consonánticos iniciales propuestos, conversación, traducción y lectura de comprensión.
5. Realizará los ejercicios de aplicación libre que le sugieren.



Introducción

Instrucciones especiales para el manejo de esta Unidad.

SECCION DE PRONUNCIACION.-

Aunque el hispanohablante no tiene en su lengua la mayoría de los grupos iniciales que se presentan en esta Unidad, puede pronunciarlos sin mayor dificultad, pero ha de tener especial cuidado en no anteponer una *e* de apoyo a las combinaciones de *s* inicial más consonante, ya que ésta es una tendencia muy común en los hablantes de español.

SECCION DE ESTRUCTURAS.-

Las estructuras aquí presentadas son variantes de los esquemas básicos SUJETO + VERBO COPULATIVO + ADJETIVO Y SUJETO + VERBO + ADVERBIO DE MODO. Hay que ver qué elementos entran invariablemente en los diferentes tipos de comparación, y cómo se estructuran las formas comparativa y superlativa de superioridad y de inferioridad, ya sea por medio de sufijos o de palabras antepuestas.

Es esencial estructurar una lista de los sustantivos presentados en esta Unidad que se refieren a características externas, medibles, de los seres, y luego los adjetivos más usuales que con ellas se relacionan, sean o no de la misma familia. Ejs. (S) LENGTH (A) LONG, (S) WIDTH (A) WIDE, (S) WEIGHT (A) HEAVY, (S) HEIGHT (A) HIGH y TALL (S) SHAPE (A) ROUND, SQUARE, OVAL, etc., (S) COLOR (A) BLUE, RED, WHITE, etc.

Es también deseable aumentar dicha lista con la ayuda de una persona que hable bien el inglés.

SECCION DE VOCABULARIO.-

El vocabulario específicamente presentado como tal en esta Unidad es muy sencillo, si acaso la única dificultad es que las palabras de transición propuestas para indicar orden cronológico tienen significados muy parecidos y a veces no es fácil decidir cuál emplear en un caso determinado.

Por otra parte, dentro de la Sección de Estructuras hay mucho vocabulario que debe aprenderse, como es el de todos los términos fijos empleados en las comparaciones, y el antes mencionado de sustantivos y adjetivos que se refieren a diferentes características y cualidades de los seres.

SECCION DE TRADUCCION.-

Las máximas y pensamientos de William Penn dados para traducción en el Cuaderno de Trabajo difieren en su forma de expresión del resto de las oraciones propuestas para traducción, porque corresponden al inglés usado en el siglo XVII y contienen palabras poco comunes, sin embargo, con ayuda de un diccionario pueden traducirse.

Las secciones de conversación y lectura de comprensión no tienen indicaciones especiales.

EJERCICIOS QUE PUEDE REALIZAR CONFORME APRENDA LAS ESTRUCTURAS:

1. Tomar diez objetos de uso cotidiano y compararlos entre sí en función de peso, color, forma, textura, utilidad, precio, etc., de manera de ejercitar los grados superlativo, positivo y comparativo.
2. Observar a diez personas con las que trate diariamente y compararlas entre sí tanto en sus cualidades como en su forma de realizar las diferentes acciones, de manera de ejercitar todas las estructuras de comparación.
3. Emplear por lo menos tres de las palabras de dirección imaginándose que va a realizar un viaje y que traza sobre un mapa la ruta que seguirá.
4. Describir en secuencia varias de sus acciones cotidianas, empleando algunas de las palabras de orden que se dan en esta Unidad.



Módulo 15

OBJETIVOS ESPECIFICOS

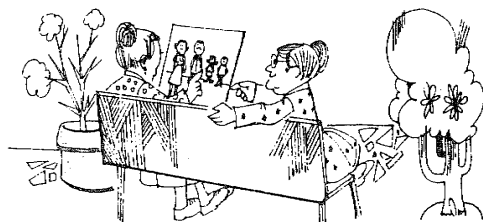
Al terminar de estudiar este módulo, el alumno:

1. Distinguirá los casos en que se agrega el sufijo -EST a un adjetivo o a un adverbio para indicar cualidad o característica (positiva o negativa) en el grado máximo –SUPERLATIVO–, de los casos en los que se les antepone MOST con el mismo fin. De acuerdo con ello formará los superlativos correspondientes. Ejs. TALL – TALLEST, FAST – FASTEST, YELLOW – YELLOWEST, IMPORTANT – MOST IMPORTANT, BEAUTIFULLY – MOST BEAUTIFULLY.
2. Tendrá en cuenta los cambios ortográficos que exija la adición del sufijo -EST. Ejs. NICE – NICEST, PRETTY – PRETTIEST.
3. A los superlativos formados según los dos puntos anteriores les antepondrá un determinativo, generalmente THE. Ejs. **THE TALLEST**, **THE MOST BEAUTIFULLY**.
4. Memorizará los siguientes superlativos especiales de superioridad: GOOD y WELL – BEST, de BAD – **WORST**, de LITTLE (cantidad) – **LEAST**, de MUCH y MANY – **MOST**, de FAR – **FARTHEST/FURTHEST**.
5. Formará los superlativos de inferioridad de los adjetivos y de los adverbios (grado mínimo de la cualidad o característica) anteponiéndoles en todos los casos la palabra LEAST, precedida a su vez por un determinativo, generalmente THE. Ejs. **THE LEAST TALL**, **THE LEAST IMPORTANT**, **THE LEAST GOOD**, **THE LEAST BEAUTIFULLY**.
6. Utilizará los superlativos de adjetivos formados según los puntos anteriores para establecer en una comparación a quién o a qué le corresponde una cualidad en el grado máximo o mínimo con relación a los demás de su grupo o de su localidad. Ej. JANIE IS **THE NICEST GIRL IN MY SCHOOL**.
7. Utilizará los superlativos de adverbios formados según los puntos 1 a 5 para establecer en una comparación a quién o a qué le corresponde en grado máximo o mínimo una cierta modalidad de realizar una acción con relación a los demás de su grupo o de su localidad. Ej. JANIE WALKS **THE FASTEST OF ALL**.
8. Distinguirá cuándo se está comparando a un ser con otros de su grupo y cuándo se le está comparando con otros de la localidad en la cual se le ubique, para usar OF en el primer caso e IN en el segundo, antes de la palabra o palabras que señalen al grupo o a la localidad. Ejs. JANIE IS **THE NICEST OF THE THREE-HUNDRED GIRLS**, JANIE WALKS **THE FASTEST IN OUR CLUB**.
9. Determinará si dos seres o grupos de seres son similares o realizan una acción de modo similar e indicará tal similitud en una comparación utilizando THE SAME AS o LIKE. Ej. JOHN IS **THE SAME AS HIS BROTHER**, HE ACTS **LIKE HIS BROTHER**.
10. Determinará si dos seres o grupos de seres son diferentes entre sí e indicará tal diferencia en una comparación utilizando DIFFERENT FROM. Ej. YOU ARE **DIFFERENT FROM JOHN**.



MEMORICE

- Mrs. Anthony: Here's a picture of my grandchildren. It was taken last year.
- Mrs. Gray: Those are very handsome children, who's the eldest, the girl on the left, or the boy?
- Mrs. Anthony: The girl, Jane, is the eldest. She'll be seventeen next week.
- Mrs. Gray: What's the boy's name?
- Mrs. Anthony: Thomas, and he's a year younger than Jane.
- Mrs. Gray: And the two little girls, which one is older?
- Mrs. Anthony: They're the same age. They're twins, Dolly and Sally. And you, don't you have a picture of your grandchildren?
- Mrs. Gray: Louise, my only daughter, got married last year, but she has no children yet. Maybe next year.
- Mrs. Anthony: I hope so, you'll be as crazy about your grandchildren as I am, you'll see.



INTONATION PATTERN

- Mrs. Anthony: Here's a picture of my grandchildren. It was taken last year.
- Mrs. Gray: Those are very handsome children, who's the eldest, the girl on the left, or the boy?
- Mrs. Anthony: The girl, Jane, is the eldest. She'll be seventeen next week.
- Mrs. Gray: What's the boy's name?
- Mrs. Anthony: Thomas, and he's a year younger than Jane.
- Mrs. Gray: And the two little girls, which one is older?

- Mrs. Anthony: They're the same age. They're twins, Dolly and Sally. And you, don't you have a picture of your grandchildren?
- Mrs. Gray: Louise, my only daughter, got married last year, but she has no children yet. Maybe next year.
- Mrs. Anthony: I hope so, you'll be as crazy about your grandchildren as I am, you'll see.

PRONUNCIACION

ALGUNOS GRUPOS CONSONANTICOS INICIALES

[gl]	[sf]	[sk]	[skr]
glance	sphenoid	scale	scrabble
glare	sphere	scalp	scrap
glass	spherical	scare	scrawl
glaze	spheroid	schedule	screech
glide	sphincter	scholar	script
gloss	sphinx	skirt	scrub
[skw]	[sl]	[sm]	[sn]
squalid	slack	smack	snake
squall	slam	smash	snap
squash	slip	smear	snatch
squat	slice	smelt	sneak
squeal	slow	smith	sniff
squirt	sly	smog	snob
[sp]	[spl]	[spr]	[st]
Spanish	splash	spray	star
spangle	splendor	spread	steak
spark	splice	spree	still
speak	splint	sprinkle	stout
special	split	sprocket	storm
spot	splurge	spruce	stuck



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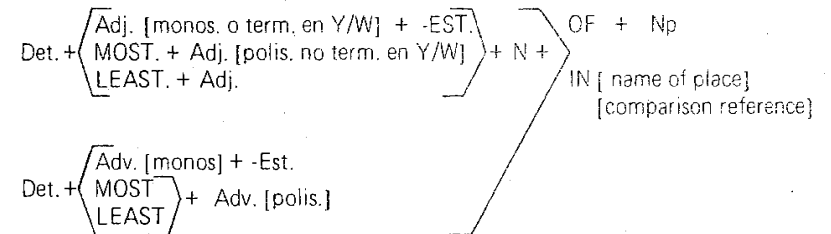
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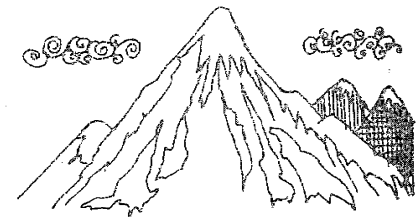


24.1. Para indicar la cualidad en el más alto grado, como resultado de una comparación.

Esquemas Estructurales Parciales:



Mount Everest is *the highest* mountain in the world.

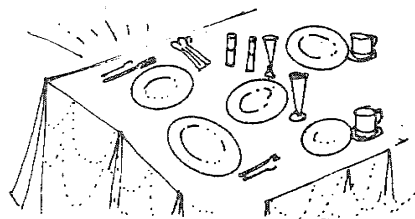


She was declared *the most beautiful* girl among the contestants.

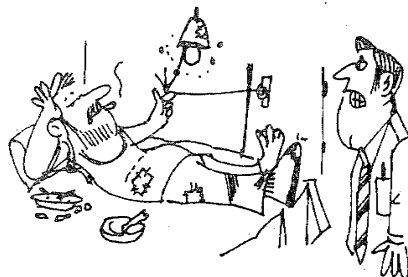




I used *my best* china and linen.



You are *the laziest* person I know.



This is *the worst* food I have eaten.



He walked *the farthest* (furthest).



The third problem is *the least difficult* of the three.

$$1^{\circ} (A' \cup B') \cap (A \cup B) = \boxed{\text{Venn diagram showing the intersection of the complements of A and B, and the union of A and B. The result is the empty set.}}$$

$$2^{\circ} B' \cup (A \cup B) = \boxed{\text{Venn diagram showing the union of the complement of B and the union of A and B. The result is the universal set U.}}$$

$$3^{\circ} A \cap B = \boxed{\text{Venn diagram showing the intersection of A and B. The result is the intersection of A and B.}}$$

OBSERVE

MOUNT EVEREST IS *THE HIGHEST* MOUNTAIN IN THE WORLD.
YOU ARE *THE LAZIEST* PERSON I KNOW.
SHE WAS DECLARED *THE MOST BEAUTIFUL* GIRL AMONG THE
CONTESTANTS.

Para indicar la cualidad en el más alto grado, como resultado de una comparación, se agrega el sufijo *-EST* al adjetivo que nombra esa cualidad, o se le antepone la palabra *MOST*. Se agrega el sufijo *-EST* cuando el adjetivo es monosílabo (TALL – TALLEST), o termina en *-y* (PRETTY – PRETTIEST) o en *-ow* (YELLOW – YELLOWEST). Si la *-y* va precedida de consonante (como en PRETTY), cambia a *i* antes de tomar el sufijo, si termina en una sola consonante, precedida por una sola vocal acentuada, dobla la consonante antes de tomar el sufijo (BIG – BIGGEST)

HE WALKED *THE FARTHEST* (FURTHEST).

Lo dicho anteriormente se aplica en el caso de los adverbios (FAST – FASTEST, HARD – HARDEST) excepto por lo que se refiere a la terminación en *-ly*, ya que todos los adverbios terminados en *-ly* llevan antepuesta la palabra *most* para indicar el más alto grado.

Farthest es un caso especial de formación, ya que viene de la palabra far. También puede ser *furthest*.

I USED *MY BEST* CHINA AND LINEN.
THIS IS *THE WORST* FOOD I HAVE EATEN.



Best es el superlativo de *good y well*; **worst** lo es de *bad y badly*.
Otras excepciones son **least** de *little*, y **most** de *much y many*.

THE THIRD PROBLEM IS **THE LEAST DIFFICULT** OF THE THREE.

Se emplea **least** EN TODOS LOS CASOS, para indicar la cualidad en el mínimo grado.

NOTAS:

El artículo THE u otro determinativo como MY, YOUR, etc., normalmente precede al superlativo: THE HIGHEST, THE MOST BEAUTIFUL, MY BEST, etc.

Si la comparación se hace explícita entre un ser y los otros del grupo al que pertenece, éste va precedido por la palabra OF: **The third problem is the least difficult OF the three**, aunque también puede indicarse de otras formas por ejemplo: **She was declared the most beautiful girl AMONG the contestants**.

Cuando se circunscribe la comparación a un lugar, éste va precedido por IN: **Mount Everest is the highest mountain IN the world**.

24.1.1. Combine los elementos dados (con las modificaciones que sea necesario) y agregue lo que haga falta para integrar oraciones correctas que indiquen la cualidad en el grado máximo.

1. in our class — John — tall — is — person.
John is the tallest person in our class.
2. are — in our group — bad — Joe and Peter — singers.
3. obtained — high — in Algebra — Beth — mark.
4. in town — music — good — plays — he.
5. small — watch — bought — mother — in the store.
6. we — not — play — rapidly — do — of — all the members of our team.

7. in his company — holds — Bob — position — important.

8. dark — has — that I have ever seen — eyes — she.

9. old — Mr. King — in our company — is — clerk.

10. friendly — Sylvia — in our group — girl — is.

11. William — beautiful — has — in the choir — voice.

24.1.2. Complete la última oración de cada grupo indicando quién o qué posee la cualidad de que se trata en el grado máximo o en el mínimo, según el caso. Señale con respecto a quiénes o a qué cosas se está haciendo la comparación.

1. Mark is tall. Bob is tall. Henry is very tall. Henry is **the tallest of the three**.
2. Alice is twelve years old, my sister is eighteen years old. Mrs. Lee is twenty years old. Alice is **the youngest of the three**.
3. All the boys in the park run very rapidly. John runs rapidly. John runs **the least rapidly of all the boys in the park**.
4. Mr. Kent, Mr. Smith and Mr. Lucas are rich, they are millionaires. Mr. Carlton is very rich. He's a billionaire. Mr. Carlton is _____.
5. The first three books are thick. They have 600 pages each. The fourth book has 700 pages. The fourth book is _____.
6. Those houses are expensive. The three pink ones are two million each, the white one is one and a half millions, the green one is half a million. The green house is _____.
7. Ann, Alice and Helen are wearing short dresses. Sylvia is wearing a very short dress. Sylvia is wearing _____.
8. The ivory box is two inches deep, the silver box is four inches deep, the gold box is one inch deep. The silver box is _____.
9. All her children are intelligent. Her son Pat is very intelligent. Her son Pat is _____.
10. My composition and his composition are crazy. Martha's composition is very crazy. Martha's composition is _____.

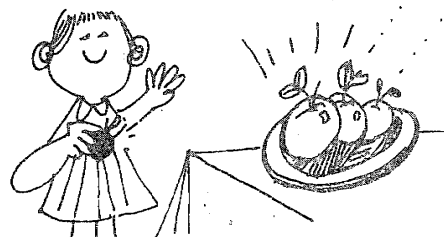


11. All the members of the ballet company dance beautifully. Igor and Olga dance very beautifully. Igor and Olga dance _____
 12. His first three books are good. His fourth and last book is very good. His last book is _____
 13. His bicycle is very big, our bicycle is very big, her bicycle is big. Her bicycle is _____
- 24.1.3. Complete con el dato exacto. Use las palabras *important, beautiful, small, large, tall, young, famous, fast, popular* and *old*.

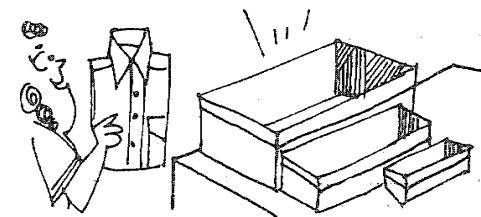
1. Cheops is _____ pyramid in the world.
2. Cinderella had _____ feet of all the girls in the kingdom.
3. The "Mona Lisa" is _____ painting by Leonardo da Vinci.
4. The National University of Mexico is one of _____ universities in America.
5. Rome is _____ city in Italy.
6. King Edward was _____ child of Henry VIII.
7. Soccer is _____ game in many countries.
8. Russia is _____ country in Europe.
9. An ostrich runs _____ of all birds.
10. The rose is one of _____ of flowers.

- 24.1.4. Guiándose por los dibujos complete para indicar la cualidad en el grado máximo o mínimo.

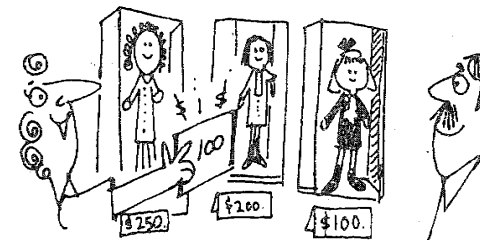
1. Alice took _____ apple.



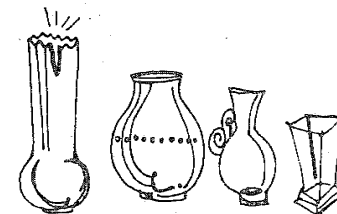
2. I need _____ box for this shirt.



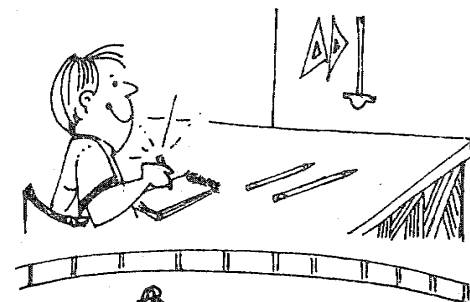
3. Please give me _____ doll.



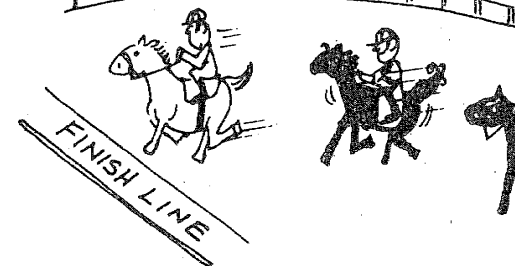
4. _____ vase is chipped.



5. He's using _____ pencil.

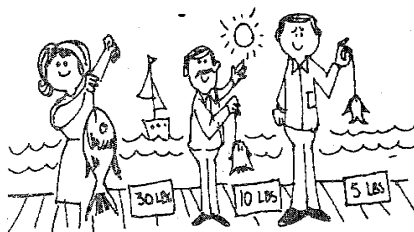


6. The white horse ran _____ and won the race.

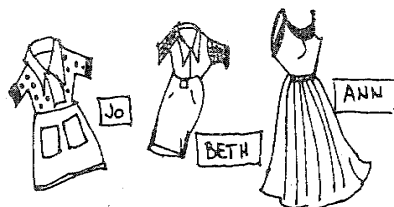




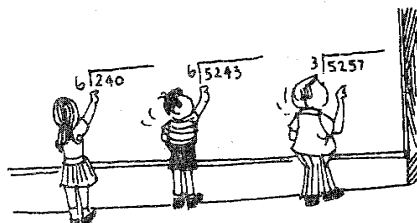
7. Myra's fish was _____
and _____.



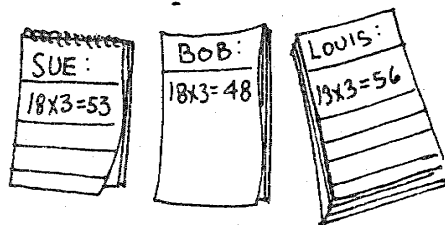
8. Ann's dress is _____
_____.



9. Her division problem is _____
_____.



10. Sue answered _____
_____.



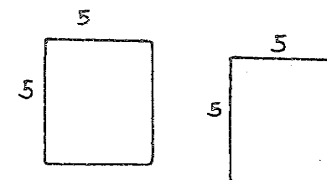
24.2. Para indicar similitud entre dos seres que se comparan.

Esquemas Estructurales:

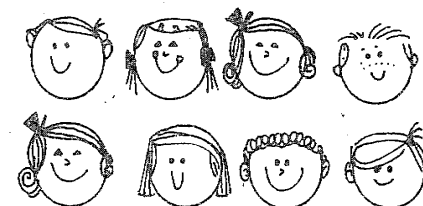
S Comp. 1 + be/LVc/Vc + $\left\{ \begin{array}{l} \text{THE SAME AS} \\ \text{LIKE} \end{array} \right\}$ + S Comp. 2

Also be, LVc and Vc in negative and interrogative forms.

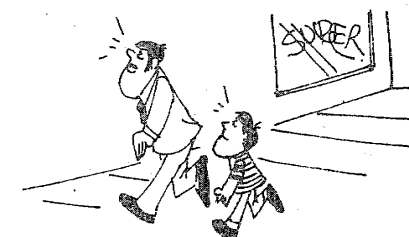
The square on the right is *the same as* the square on the left.



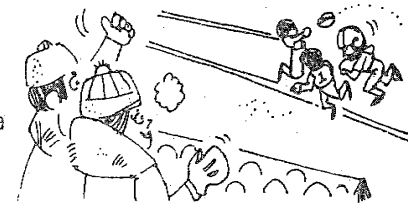
The third face is *the same as* the fifth. They are not *the same as* the other six.



Little Johnny walks *like* his father. (.. *like* him). He doesn't dress *like* him.



Sylvia is *like* her father. (.. *like* him). They both love football. (Sylvia and her father are *alike*).



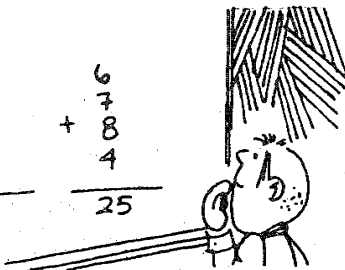


You look *like* your mother. (. . .*like* her) (You and your mother look *alike*).



The total of the first sum is *equal* to the total of the second sum.

$$\begin{array}{r} 8 \\ + 5 \\ 3 \\ 9 \\ \hline 25 \end{array} \quad \begin{array}{r} 6 \\ + 7 \\ 8 \\ 4 \\ \hline 25 \end{array}$$



OBSERVE

THE SQUARE ON THE RIGHT IS *THE SAME AS* THE SQUARE ON THE LEFT.
THE THIRD FACE IS *THE SAME AS* THE FIFTH.

Para señalar el mayor grado de similitud entre dos seres se emplea la expresión **THE SAME AS** antecediendo al segundo término de la comparación. Esta similitud puede referirse a su modo de ser o a su modo de actuar.

THE TOTAL OF THE FIRST SUM IS *EQUAL TO* THE TOTAL OF THE SECOND SUM.

También puede emplearse **EQUAL TO** en la misma posición y con el mismo valor, pero es menos usada esta segunda forma, casi se limita a la matemática.

LITTLE JOHNNY WALKS *LIKE* HIS FATHER. (. . .*LIKE* HIM.)
YOU LOOK *LIKE* YOUR MOTHER. (. . .*LIKE* HER)

La palabra **LIKE**, antepuesta también al segundo término de la comparación, señala un alto grado de similitud, casi de igualdad, y a veces se emplea con sentido de igualdad total. Si a **LIKE** le sigue un pronombre debe ser en su forma de complemento: **ME, YOU, HIM, ETC.**

SYLVIA AND HER FATHER ARE *ALIKE*.
YOU AND YOUR MOTHER LOOK *ALIKE*.

ALIKE es un adjetivo que expresa similitud y se emplea en la posición de un adjetivo, después de **be** u otro copulativo.

THEY ARE *NOT THE SAME AS* THE OTHER SIX.
HE *DOESN'T DRESS LIKE* HIM.

Para indicar la idea de que no hay similitud entre dos seres se hace negativa la forma verbal empleada en la comparación: **AM NOT, IS NOT, DO NOT, ETC.**

Si se quiere preguntar por tal similitud se utiliza la estructura interrogativa correspondiente: **AM I, IS IT, DO YOU, ETC.,** Ej. **IS YOUR DRESS THE SAME AS HERS? DO YOU DRESS LIKE HER?**

24.2.1. Complete utilizando la expresión *the same as* y la forma afirmativa o negativa del verbo entre paréntesis, según convenga.

- The word *assistance* _____ the word *help*. (mean)
- Heaven _____ sky. (be)
- In a right-angled triangle, the square of the base or hypotenuse _____ the sum of the squares of the sides. (be)
- A quilt _____ a bedspread. (be)
- The sum of the squares of two numbers _____ the square of the sum of those two numbers. (be)



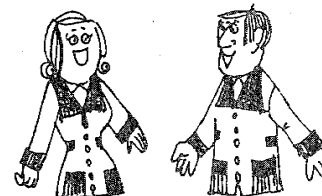
6. The word cap _____ the word hat. (mean)
7. Soy beans _____ meat. (taste)
8. Jet airplanes _____ other airplanes. (operate)
9. An overcoat _____ a raincoat. (be)
10. Two times six _____ three times four. (be)

24.2.2. Complete utilizando la expresión *like* y la forma afirmativa o negativa del verbo en paréntesis, según convenga.

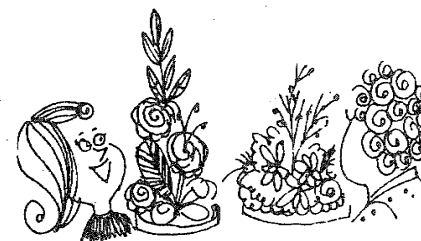
1. A penguin _____ a man wearing formal clothes. (look)
2. Joan of Arc _____ a soldier to fight for France. (dress)
3. Sally _____ me. I love books and classical music, she loves sports and popular music. (be)
4. A jasmine _____ a rose, but small. (look)
5. Sancho Panza _____ his master, Don Quixote. (be)
6. Syrup _____ honey. (taste)
7. A comet _____ a planet. (be)
8. Wasps _____ honey _____ bees(do). (produce)
9. The Mexican flag _____ the Italian flag, except for the emblem in the center. (be)
10. Queen Elizabeth I _____ her stepsister Queen Mary. (be)

24.2.3. Afirme o niegue la similitud entre los dos seres representados en cada dibujo. Utilice *the same as* para el grado máximo de similitud y *like* para el grado un poco menor.

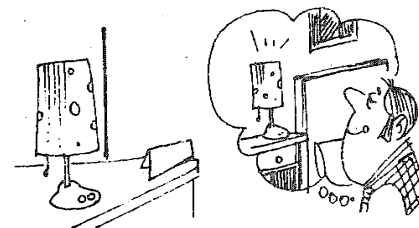
1. Her jacket is _____ his jacket.



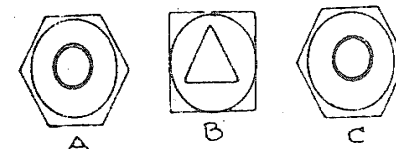
2. My flower arrangement is _____ yours.



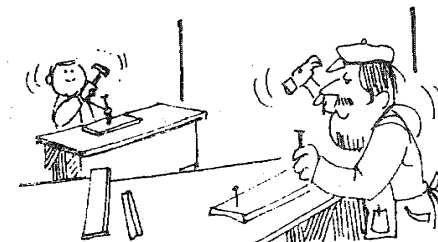
3. That lamp is _____ the one I have on my night table.



4. The drawing marked A _____ the drawing marked B, but it is _____ the one marked C.



5. Teddy works _____ his father.

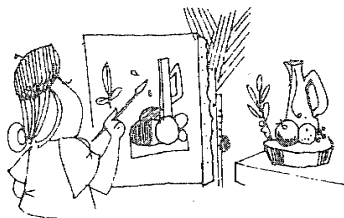




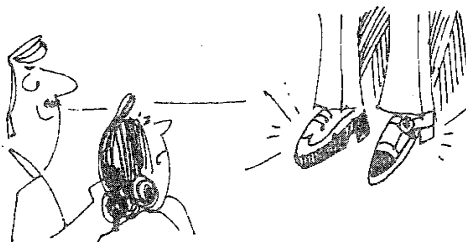
6. Janie is _____
her twin sister Louise.



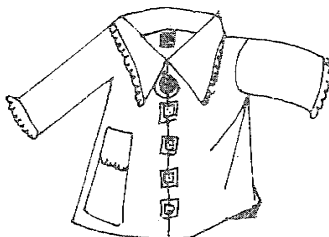
7. Her painting is _____
the original.



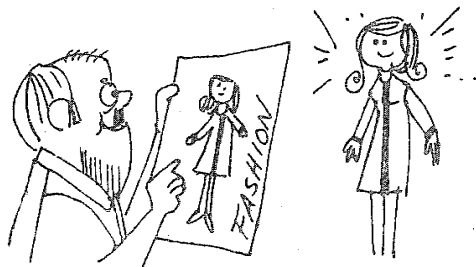
8. Look, his right shoe is _____
his left shoe.



9. The first button is _____
the others.



10. You look exactly _____
the model.



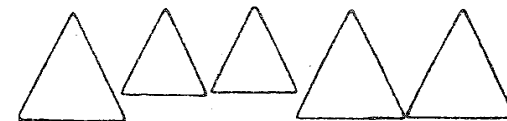
24.3. Para indicar diferencia entre dos seres que se comparan.

Esquema Estructural:

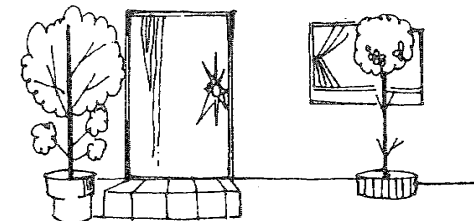
S Comp. 1 + be/LVc + DIFFERENT FROM + S Comp. 2

Also be and LVc in negative and interrogative forms.

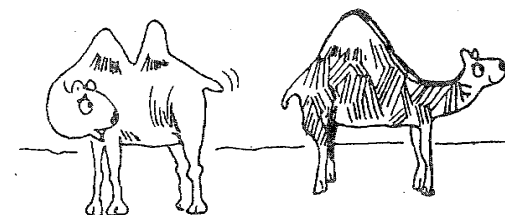
The second and third triangles are
different from the other three.



The tree by the door is *different from* the tree in front of the window.



A camel is *different from* a dromedary.



OBSERVE

THE SECOND AND THIRD TRIANGLES ARE *DIFFERENT FROM* THE OTHER THREE.

A CAMEL IS *DIFFERENT FROM* A DROMEDARY.

Para expresar que dos objetos son diferentes al comparar uno con otro se antepone las palabras DIFFERENT FROM al segundo término de la comparación.

Por supuesto se pueden usar para el mismo fin las expresiones THE SAME AS y LIKE en estructuras negativas, como se hizo en los tres ejercicios anteriores.



24.2.-3.1. Complete con *the same as* o *different from* según lo pida el contexto.

1. An Asian elephant is _____ an African elephant.
2. Three divided by itself is _____ one multiplied by itself.
3. A myth is _____ a fable.
4. A simile is _____ a comparison.
5. Our left side is _____ our right side.
6. Women are _____ men, but the dignity of a woman is _____ the dignity of a man.
7. The weather in Canada is _____ the weather in Ecuador.
8. A cloak is _____ a mantle.
9. A quarter is _____ twenty-five cents in American currency.
10. A ball-point pen is _____ a fountain pen.
11. Chocolate milk _____ milk chocolate.
12. A phonograph is _____ a record player and _____ a tape recorder.
13. The meaning of the word *idiom* is _____ the meaning of the word *language*.

Módulo 16

OBJETIVOS ESPECIFICOS

Al terminar de estudiar este módulo, el alumno:

1. Determinará si dos seres poseen una misma característica (COLOR, HEIGHT, SIZE, TYPE, ETC.) en el mismo grado, y lo expresará en una comparación utilizando THE SAME ... AS. Ej. MARY IS **THE SAME HEIGHT AS** ALICE.
2. Determinará si dos seres poseen una misma característica en diferente grado y lo expresará en una comparación utilizando A DIFFERENT ... FROM. Ej. MARY IS **A DIFFERENT HEIGHT FROM** BOB.
3. Determinará si a dos seres les corresponde una misma cualidad (BEAUTIFUL, INTELLIGENT, NICE, ETC.) en el mismo grado y lo expresará en una comparación utilizando AS ... AS. Ej. LOUISE IS **AS INTELLIGENT AS** MARK.
4. Determinará si dos seres realizan una acción del mismo modo (RAPIDLY, SLOWLY, ETC.) y en el mismo grado y lo expresará en una comparación utilizando AS ... AS. Ej. TED RUNS **AS RAPIDLY AS** CHARLES.
5. Determinará si a dos seres les corresponde el mismo número o la misma cantidad de algo y lo expresará en una comparación utilizando AS MANY/AS MUCH ... AS. Ejs. I HAVE **AS MANY BOOKS AS** YOU, I NEED **AS MUCH WATER AS** YOU.
6. Distinguirá los casos en que se agrega el sufijo -ER a un adjetivo o a un adverbio para indicar cualidad o modo de realización en un grado comparativamente mayor (comparativo de superioridad) Ejs. BIGGER, FASTER, etc., de los casos en que hay que anteponerles la palabra MORE con el mismo objeto, Ejs. **MORE INTELLIGENT, MORE RAPIDLY**, etc.
7. Memorizará los siguientes comparativos especiales de superioridad: de GOOD y WELL - **BETTER**, de BAD - **WORSE**, de LITTLE (cantidad) - **LESS**, de MUCH y MANY - **MORE**, de FAR - **FARTHER/FURTHER**.
8. Indicará la cualidad o modo de realización en un grado comparativamente menor (comparativo de inferioridad) anteponiéndoles la palabra LESS a los adjetivos o adverbios correspondientes. Ejs. **LESS BIG, LESS RAPIDLY, LESS GOOD**, etc.
9. Determinará si a un ser le corresponde una cualidad en un grado



mayor o menor que a otro y le expresará en una comparación utilizando Adj. + -ER o MORE/LESS + Adj. + THAN. Ejs. HER HOUSE IS **BIGGER THAN** OURS, ALICE IS **MORE BEAUTIFUL THAN** MARY, MARK IS **LESS ENTHUSIASTIC THAN** BOB.

10. Determinará si un ser realiza una acción del mismo modo pero en un grado mayor o menor que otro y lo expresará en una comparación utilizando Adv. + -ER o MORE/LESS + ADV + THAN. Ejs. JANIE TRAVELS **LESS UNCOMFORTABLY AND MORE HAPPILY THAN** LOUISE. I RUN **FASTER THAN** YOU.
11. Expresará también el grado comparativo de superioridad o de inferioridad de un ser con respecto a otro utilizando THE + Adj. + -ER o THE + MORE + Adj. + OF THE TWO. Ej. JANIE IS **THE TALLER OF THE TWO**. (SHE AND HER SISTER ARE TALL).
12. Memorizará las palabras que se le proponen en esta Unidad para indicar dirección de un movimiento, y las utilizará según corresponda.
13. Memorizará las palabras de orden cronológico que se le presentan en esta Unidad y las utilizará en la estructura de relatos.

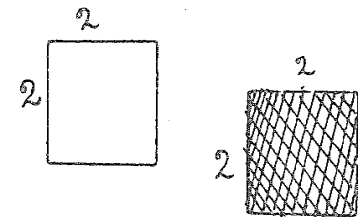
24.4. Para indicar igualdad o diferencia en una característica.

Esquemas Estructurales:

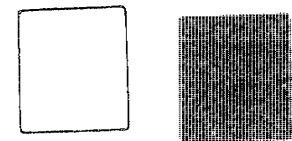
S Comp. 1 + be/LVc/Vc + $\left\{ \begin{array}{l} \text{THE SAME + N' + AS} \\ \text{A DIFFERENT + N + FROM} \end{array} \right\}$ + S Comp. 2

Also be, LVc and Vc in negative and interrogative forms.

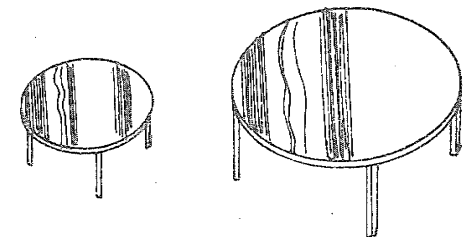
The square on the left is *the same size as* the square on the right.



The square on the left is *a different color from* the square on the right.



The small table is *the same shape as* the big table. They are different in size.



The first tower is *a different style from* the second and the third. The three are *the same height*.





OBSERVE

THE SQUARE ON THE LEFT IS *THE SAME SIZE AS* THE SQUARE ON THE RIGHT.

THE SMALL TABLE IS *THE SAME SHAPE AS* THE BIG TABLE.

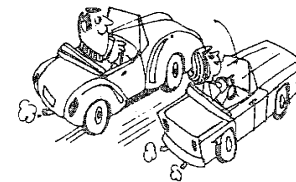
Cuando se quiere indicar que dos objetos comparten una misma característica se emplean las palabras *THE SAME*, luego la que señala la característica y en seguida la palabra *AS* antepuestas al segundo término de la comparación.

THE SQUARE ON THE LEFT IS *A DIFFERENT COLOR FROM* THE SQUARE ON THE RIGHT.

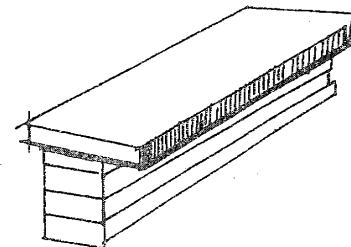
THE FIRST TOWER IS *A DIFFERENT STYLE FROM* THE SECOND AND THE THIRD.

Cuando se quiere indicar que dos objetos difieren en una característica se emplean las palabras *A DIFFERENT*, luego la que señala la característica y en seguida la palabra *FROM* antepuestas al segundo término de la comparación.

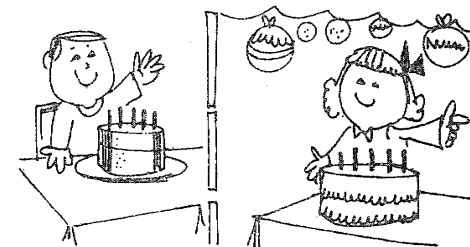
3. The car he's driving is _____
_____ the car she's
driving. (model)



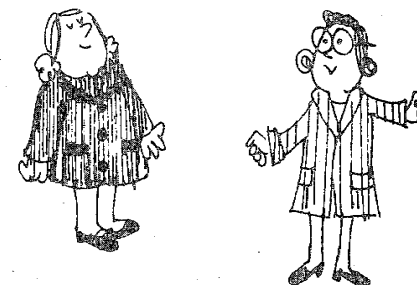
4. The board on the top is _____
_____ all the
others. (width)



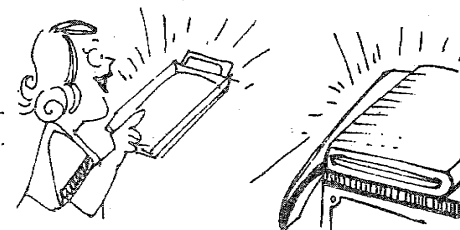
5. Bob is _____
_____ Gina. (age)



6. My coat is dark gray, your
coat is light gray. My coat is
_____ yours. (shade)



7. This material has _____
_____ that other.
(shine)

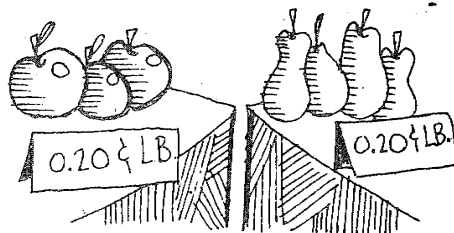


24.4.1. Complete con *the same ... as* o *a different ... from* más la característica señalada entre paréntesis, según aparece en los dibujos.

1. The black dress is _____
_____ the white
dress. (length)

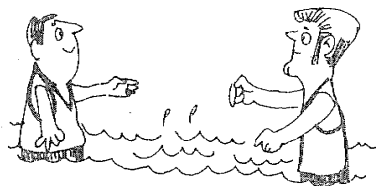


2. The apples are _____
_____ the pears.
(price)

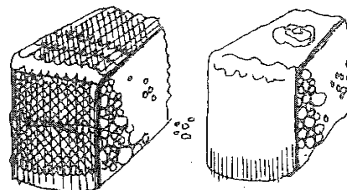




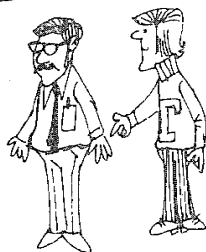
8. The water here is _____
_____ the water
there, on the other side.
(depth)



9. The chocolate cake has _____
_____ the white cake. (texture)



10. John is _____
_____ his father
now. (height)



24.4.2. Guiándose por los datos que le dan, complete la última oración de cada grupo para expresar igualdad o diferencia en la característica de que se trate.

- My sweater is red, your skirt is red. My sweater is *the same color as* your skirt. _____
- This frame is oval. The painting I bought is oval. This frame is _____
_____ the painting I bought.
- The price of the ruler was seven dollars. The price of the book was five dollars. The ruler is _____
_____ the book.
- That metal has a high luminosity. This metal has a high luminosity. That metal has _____
_____ this metal.
- The oil I need has a high viscosity. The oil you have has a low viscosity. The oil I need has _____
_____ the oil you have.
- John's style is traditional. Peter's style is modern. John has _____
_____ Peter's.
- This machine weighs one hundred pounds. That machine weighs one

hundred pounds. This machine is _____
_____ that machine.

- Alice's material measured three yards. Mrs. Lee's material measured four yards. Alice's material is _____
_____ Mrs. Lee's material.
- Last night's play was composed of three acts and an epilogue, tonight's play is composed of three acts and an epilogue. Last night's play has _____
_____ tonight's play.
- Your cookies taste like vanilla, her cookies taste like almonds. Your cookies have _____
_____ her cookies.
- The dictionary has a plastic cover. The grammar book has a paper cover. The dictionary has _____
_____ the grammar book.
- The blue dress is size ten, the pink dress is size ten. The blue dress is _____
_____ the pink dress.
- The woman had an unusual type, the man had a common type. The woman had _____
_____ the man's.
- Your mother has a glowing skin complexion. You have a glowing skin complexion. You have _____
_____ your mother.
- The milk the Clarks buy is grade A, the milk we buy is grade A. The milk the Clarks buy is _____
_____ the milk we buy.
- That liquid has a low density. This liquid has a high density. That liquid has _____
_____ this liquid.

24.5. Para indicar igualdad en el grado en que se posee una cualidad o en el modo en que se realiza una acción, y también en la cantidad en la que se tiene algo.

Esquemas Estructurales:

- S Comp. 1 + be/LVc + AS + Adj. + AS + S Comp. 2
- S Comp. 1 + Vc + AS + Adv. + AS + S Comp. 2
- S Comp. 1 + Vc + AS + $\left[\begin{array}{l} \text{MANY} + \text{Np} \\ \text{MUCH} + \text{Nnc} \end{array} \right] + \text{AS} + \text{S Comp. 2}$



Also be, LVC and VC in negative
and interrogative forms

You are *as tall as* I (am).

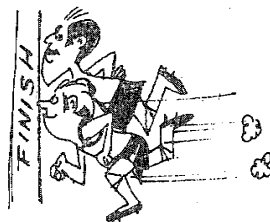


Her eyes are *as bright as*
stars (are).



B. Modo de realización igual.

John ran *as fast as* Peter (did).

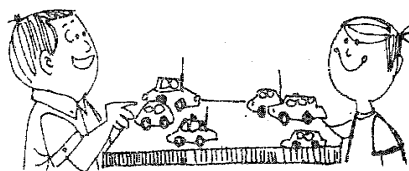


He's moving *as carefully as* she (is).

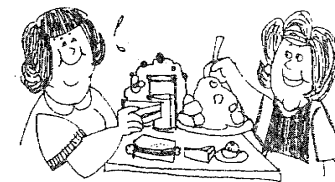


C. Cantidad igual.

Bobby has *as many toy automobiles*
as Ricky (has).



Mrs. Brown eats *as much food as*
her sister (does).



OBSERVE

YOU ARE *AS TALL AS* I.
HER EYES ARE *AS BRIGHT AS* STARS.

Cuando se quiere indicar que dos seres poseen una cualidad en el mismo grado, se utiliza la expresión AS seguida de palabra que indica la cualidad y luego otra vez de AS, todo ello antepuesto al segundo término de la comparación.

JOHN RAN *AS FAST AS* PETER.
HE'S MOVING *AS CAREFULLY AS* SHE.

Cuando se trata de indicar que dos seres realizan una acción del mismo modo, se utilizan las palabras AS ... AS como ya se ha dicho, pero entre ellas va el adverbio que señala el modo de la acción, y todo antepuesto al segundo término de la comparación.

BOBBY HAS *AS MANY TOY AUTOMOBILES AS* RICKY.
MRS. BROWN EATS *AS MUCH FOOD AS* HER SISTER.

Cuando lo que se quiere es señalar que dos seres poseen la misma cantidad de algo, o realizan algo en la misma cantidad, también se utilizan las palabras AS ... AS, pero con un adjetivo de cantidad después del primer AS y luego el nombre del objeto de que se trate, todo ello antes del segundo término de la comparación.

También hay otro tipo de comparación, el grado en que dos seres tienen una cualidad, pero no en general, sino referida a la ocupación, nacionalidad, religión, u otra forma de clasificación que ambos tengan en común. Ej. MISS LEE IS *AS EFFICIENT A NURSE AS* MRS. KENT. Miss Lee and Mrs. Kent are nurses. They are equally efficient nurses.

NOTA: Estas oraciones también pueden hacerse negativas: YOU AREN'T AS TALL AS HE.



24.5.1. Utilizando los datos que le dan en las dos primeras oraciones, complete la comparación. Use as . . . as.

1. John is six feet tall. Peter is six feet tall. John *is as tall as Peter*.
2. Mrs. Lee weighs 150 lbs. Her husband weighs 150 lbs. Mrs. Lee *is as heavy as her husband*.
3. The lake is twenty feet deep there. It is five feet deep here. The lake isn't *as deep here as it is there*.
4. The history book is four inches thick. The dictionary is four inches thick. The history book _____ the dictionary.
5. Louise is very small. Jenny is very small. Louise _____ Jenny.
6. Today the temperature was forty degrees centigrade. Yesterday the temperature was thirty degrees centigrade. Yesterday _____ today.
7. The round box is completely full. The square box is completely full. The round box _____ the square box.
8. Miss World of this year is very beautiful. Miss World of last year is very beautiful. Miss World of this year _____ Miss World of last year.
9. That piece of ribbon is three yards long. The piece I bought yesterday is three yards long. That piece of ribbon _____ the piece I bought yesterday.
10. The chocolate cake is delicious. The white cake is delicious. The chocolate cake _____ the white cake.
11. The post office building is one hundred years old. The museum is one hundred years old. The post office building _____ the museum.
12. His sister is very extravagant. His cousin is very extravagant. His sister _____ his cousin.
13. The bank is large. The store is large. The bank _____ the store.
14. My coat is deep red. My dress is deep red. My coat _____ my dress.
15. The old elephant was huge. The new elephant is huge. There's no difference. The new elephant _____ the old elephant was.
16. These cookies are too sweet. Those pastries aren't too sweet. Those

pastries _____ these cookies.

17. Little Sandy has six crayons. Her brother has six crayons. Little Sandy _____ her brother
18. The Smiths will contribute one hundred pounds of sugar. We'll contribute one hundred pounds of sugar. We'll contribute _____ the Smiths.

24.5.2. Realice las comparaciones que se le sugieren, en función de la característica dada entre paréntesis. Use as . . . as . . .

1. tomatoes – strawberries (color)
Tomatoes are as red as strawberries.
2. the Moon – the Earth (size)
The Moon is not as big as the Earth.
3. elephants – whales (weight) _____
4. Eve – Adam (age). _____
5. the Mississippi River – the Amazon River (width) _____
6. the Eiffel Tower – the Empire State Building (height) _____
7. an orange – a ball (shape) _____
8. the Earth – the Sun (temperature) _____
9. a sunrise – a sunset (beauty) _____
10. forget-me-nots – the sky (color) _____
11. a bicycle – a car (cost or price) _____
12. Sancho Panza – Don Quixote (idealism) _____

24.4-5.1. Cambie las comparaciones hechas en función de característica a comparaciones hechas en función de grado de cualidad o de cantidad y viceversa.

1. John has the same number of ties as Henry. *John has as many ties as Henry.*



2. The first box is as heavy as the second box.
The first box is the same weight as the second box.
3. My cousin is as tall as my uncle _____
4. The plastic bottle has the same amount of water as the glass bottle _____
5. This table is the same length as that table. _____
6. The blue gown is as wide as the red gown. _____
7. That cheese is the same shape as a ball. _____
8. Mrs. Atkins is the same age as Mrs. Jones. _____
9. The new tape has the same number of tracks as the old one. _____
10. My suitcase is as big as your suitcase. _____
11. the summers here are as hot as the summers in your country. _____
12. We used as much paint as he did. _____

24.4-5.2. Vaya cambiando la comparación inicial de cada grupo de acuerdo con los elementos de comparación sugeridos en cada caso.

1. Victor is as intelligent as Simon.
 - 1.1. (tall) _____
 - 1.2. (height) _____
 - 1.3. (weight) _____
 - 1.4. (heavy) _____
 - 1.5. (large) _____
2. Her present is as beautiful as Tom's present.
 - 2.1. (original) _____
 - 2.2. (material) _____
 - 2.3. (quality) _____
 - 2.4. (type) _____
 - 2.5. (useful) _____
3. That book is the same price as my English book.
 - 3.1. (thick) _____
 - 3.2. (interesting) _____

- 3.3. (color) _____
- 3.4. (size) _____
- 3.5. (new) _____

4. They work as many hours as you.
 - 4.1. (hard) _____
 - 4.2. (much) _____
 - 4.3. (efficiently) _____
 - 4.4. (well) _____
 - 4.5. (happily) _____

24.6. Para indicar diferencia de grado en una cualidad o en el modo de realizar una determinada acción.

Esquemas Estructurales:

A. S Comp. 1 + be/LVc + $\left\{ \begin{array}{l} \text{Adj. [monos. o term. en Y/W]} + \text{-ER} \\ \text{MORE + Adj. [polis. no term. en Y/W]} \\ \text{LESS + Adj.} \end{array} \right\} + \text{THAN} + \text{S Comp. 2}$

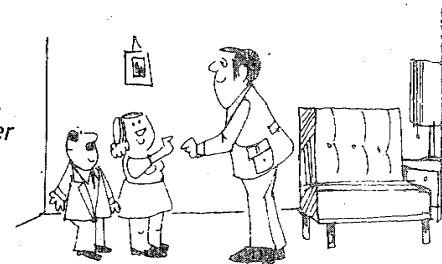
B. S Comp. 1 + Vc + $\left\{ \begin{array}{l} \text{Adv. [monos.]} + \text{-ER} \\ \text{MORE + Adv. [polis.]} \\ \text{LESS + Adv.} \end{array} \right\} + \text{THAN} + \text{S Comp. 2}$

A. S Comp. 1 + be/LVc + THE + $\left\{ \begin{array}{l} \text{Adj. [monos. o term. en Y/W]} + \text{-ER} \\ \text{MORE + Adj. [polis. no term. en Y/W]} \\ \text{LESS + Adj.} \end{array} \right\} + \text{OF THE TWO}$

B. S Comp. 1 + Vc + THE + $\left\{ \begin{array}{l} \text{Adv. [monos.]} + \text{-ER} \\ \text{MORE + Adv. [polis.]} \\ \text{LESS + Adv.} \end{array} \right\} + \text{OF THE TWO}$

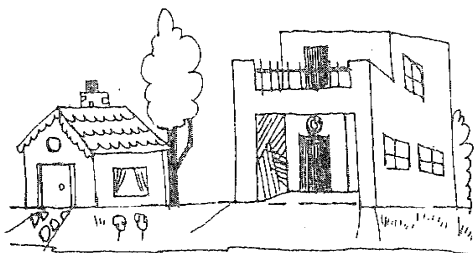
A. **CUALIDAD.**— Mayor o menor grado.

Mr. Davids is *shorter than* his wife.
Both are short, but he is *the shorter of the two*.

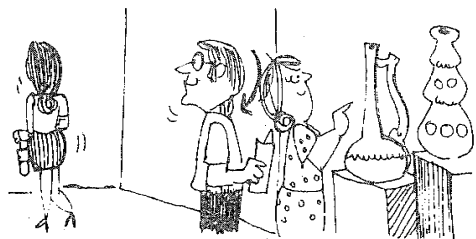




The small house is *prettier than* the big house.



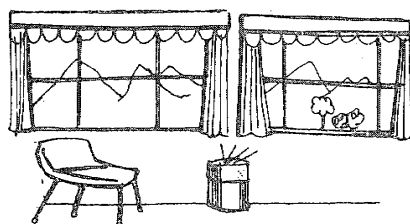
Linda is *more interested* in the museum *than* John (is).



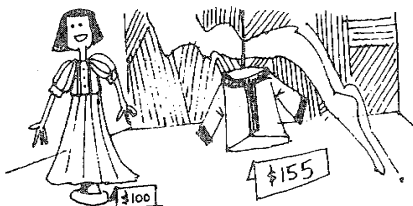
Anna is *thinner* and *more extravagant* *than* her sisters.



The window on the right is *less wide* *than* the window on the left.
Both windows are wide, but the one on the right is *the less wider* of the two.

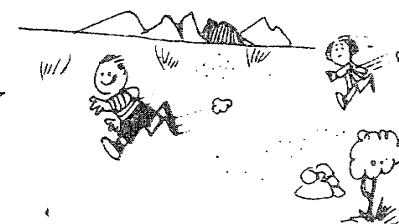


The white dress is *less expensive than* the black and white blouse.

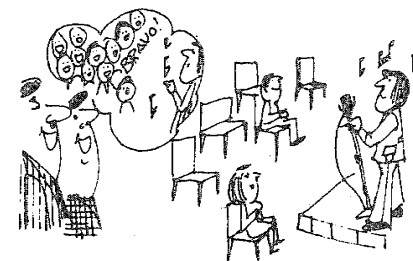


B. MODO DE REALIZACION.— Mayor o menor grado

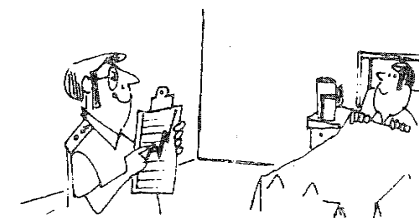
John ran *more rapidly* and got *farther* (further) *than* his cousin Eileen.



He's singing *less beautifully* today *than* he did yesterday.



The patient is *better* today (*than* he was yesterday).



OBSERVE

MR. DAVIDS IS **SHORTER** THAN HIS WIFE.
THE SMALL HOUSE IS **PRETTIER THAN** THE BIG HOUSE.
LINDA IS **MORE INTERESTED** IN THE MUSEUM **THAN** JOHN.

Para indicar superioridad en el grado en que un ser posee una cualidad, con respecto al grado en que otro ser la posee, se agrega al nombre de la cualidad el sufijo -ER si es monosílabo o termina en -Y o en -OW, o se le antepone la palabra MORE; después, inmediatamente antes del segundo término de la comparación va la palabra THAN.



JOHN RAN *MORE RAPIDLY* AND GOT *FARTHER* (FURTHER) THAN HIS COUSIN EILEEN.

Cuando se trata de adverbios que indican modo de realización, el grado de superioridad se indica con el sufijo -ER cuando son monosílabos, y anteponiéndoles la palabra MORE en los demás casos. FARTHER, DE FAR, es de formación especial, como lo son BETTER, de GOOD y WELL; WORSE, de BAD y BADLY; LESS, de LITTLE, y MORE, de MUCH y MANY.

THE WINDOW ON THE RIGHT IS *LESS WIDE THAN* THE WINDOW ON THE LEFT.
THE WHITE DRESS IS *LESS EXPENSIVE THAN* THE BLACK AND WHITE BLOUSE.
HE'S SINGING *LESS BEAUTIFULLY* TODAY *THAN* HE DID YESTERDAY.

Para indicar inferioridad tanto en el grado de las cualidades como en el de los modos de realización de las acciones se utiliza la palabra LESS antepuesta al adjetivo o al adverbio correspondiente y luego, antes del segundo término de la comparación, la palabra THAN.

SHE IS *THE SHORTER OF THE TWO*.
THE ONE ON THE RIGHT IS *THE LESS WIDER OF THE TWO*.

Cuando se trata de comparación entre dos individuos no se usan las formas del superlativo con el sufijo -EST o las palabras MOST o LEAST, aunque la idea sea de superioridad o inferioridad máxima, sino que se usan, después del artículo THE el adjetivo o el adverbio con el sufijo -ER (cuando lo admiten), o con las palabras MORE o LESS antepuestas.

ANNA IS *THINNER* AND *MORE EXTRAVAGANT* THAN HER SISTERS.

Se puede hacer la comparación entre un individuo y un grupo, si éste se toma como unidad. Igual se puede hacer la comparación entre dos grupos tomados cada uno como unidad.

HE'S SINGING *LESS BEAUTIFULLY* TODAY *THAN* HE DID YESTERDAY.
THE PATIENT IS *BETTER* TODAY.

A veces la comparación es entre dos acciones del mismo sujeto o dos momentos distintos de una cualidad o condición del mismo sujeto. Las reglas ortográficas para agregar el sufijo -ER son las mismas que para agregar el sufijo -EST.

24.6.1. De acuerdo con los datos dados en las dos primeras oraciones, establezca la comparación desde el punto de vista del sujeto dado en cada caso.

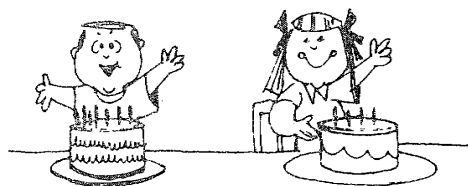
1. My house is very big. Her house is big. My house *is bigger than her house*. Her house *is less big than my house*.
2. John is intelligent. Peter is very intelligent. John _____
Peter _____
3. These boys in our class are noisy. The boys in their class are very noisy. The boys in our class _____
_____. The boys in their class _____
4. The big dog is lazy. The small dog is very lazy. The big dog _____
_____. The small dog _____
5. You have little money. I have very little money. You _____
_____. I _____
6. Bob's teeth are very white. Meg's teeth are white. Bob's teeth _____
_____. Meg's teeth _____
7. The restaurant at the corner has very bad food. The restaurant next block has bad food. The restaurant at the corner _____
_____. The restaurant next block _____
8. He swims rapidly. She swims very rapidly. He _____
_____. She _____
9. Lesson five is easy. Lesson two is very easy. Lesson five _____
_____. Lesson two _____



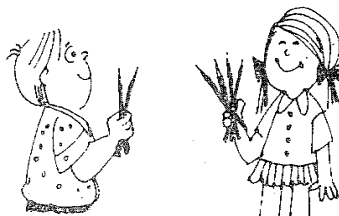
10. This paper turned very yellow. That paper turned yellow. This paper _____ That paper _____
11. The blue skirt is very long. The green skirt is long. The blue skirt _____ The green skirt. _____

24.6.2. Guiándose por los dibujos establezca la comparación correspondiente en función de la característica señalada entre paréntesis. Utilice las formas more (or less) + Adj. o Adv., o Adj. (o Adv.) + -ER o more, less o fewer + sustantivo.

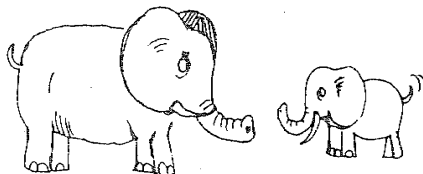
1. (age)
Tom is *older than* Lizzie.



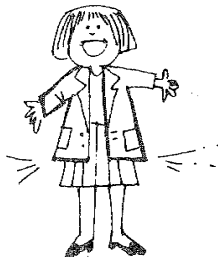
2. (number of pencils)
The boy has _____
_____ the girl.



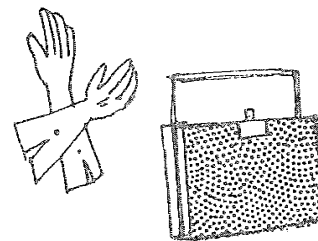
3. (size)
The elephant on the right is _____
_____ the elephant on the left.



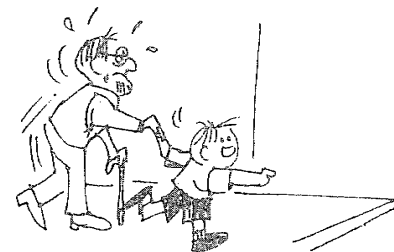
4. (length)
Her coat is _____
_____ her dress.



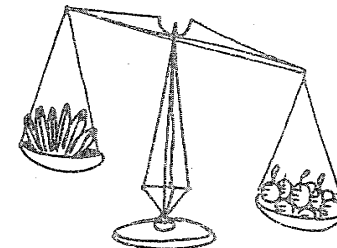
5. (shade of white)
The gloves are _____
_____ the handbag.



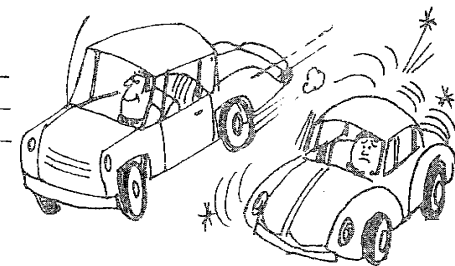
6. (speed)
The old man moves _____
_____ child.



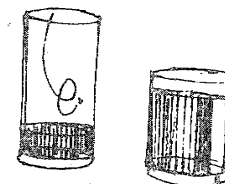
7. (weight)
The apples are _____
_____ the bananas.



8. (smoothness)
The big car runs _____
_____ the small car.



9. (amount of water)
The tall glass has _____
_____ the other one.

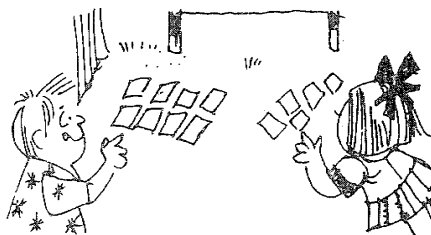




10. (symmetry)

The boy is placing the cards _____

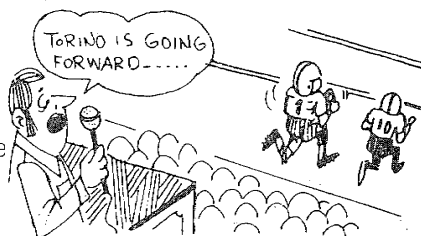
_____ the girl.



SECCION DE VOCABULARIO

24. Voc.A. Algunas palabras que señalan dirección.

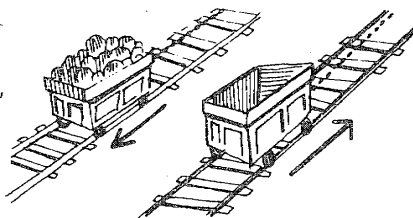
FORWARD(S) – Toward the front.
Torino has moved *forward* with the ball.



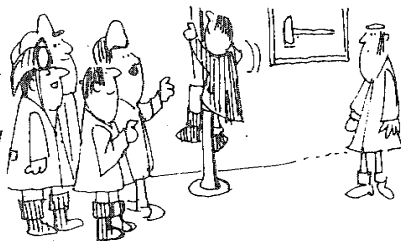
BACKWARD(S) – To the rear, in reverse.
The policemen are pushing the people *backward*.



UPWARD(S) – Toward a higher position.
The empty car is going *upward* now, and the loaded one is descending.

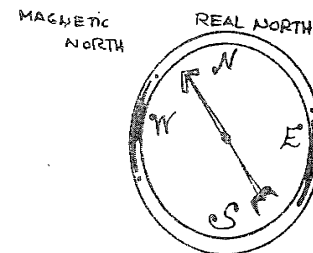


DOWNWARD(S) – Toward a lower position.
The firemen have to move *downward* in seconds when the alarm rings.



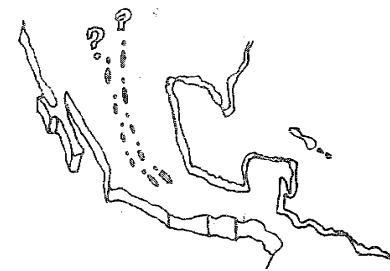
NORTHWARD(S) – Toward the north.

The magnetic needle always points *northward*, to magnetic north.

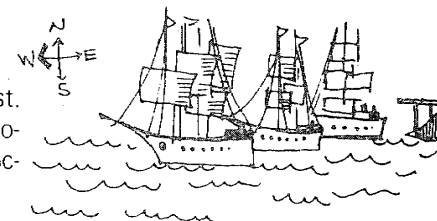


SOUTHWARD(S) – Toward the south.

The Aztecs moved *southward* in their search of a place in which to settle.

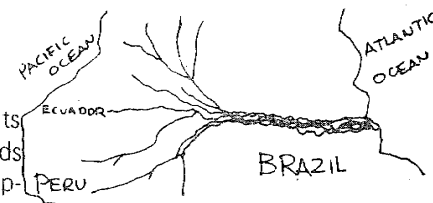


WESTWARD(S) – Toward the west.
After leaving the Canary Islands, Columbus sailed *westward* until he reached the Bahamas.



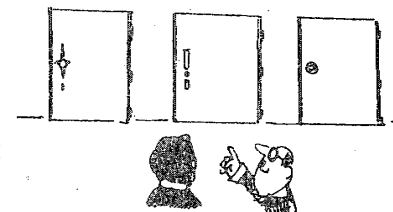
EASTWARD(S) – Toward the east.

The great Amazon river, which has its source at Lake Lauricocha, extends four thousand miles *eastward* to empty into the Atlantic Ocean.



STRAIGHT AHEAD – Directly toward the front.

Go through the door *straight ahead*, it opens the room you are looking for.

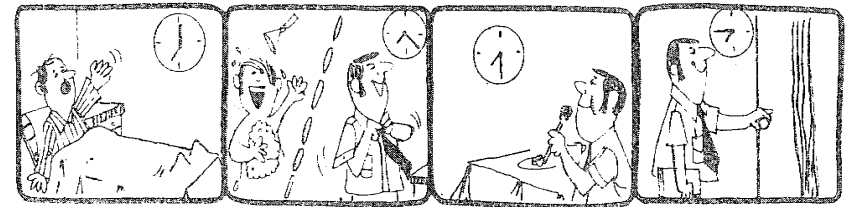




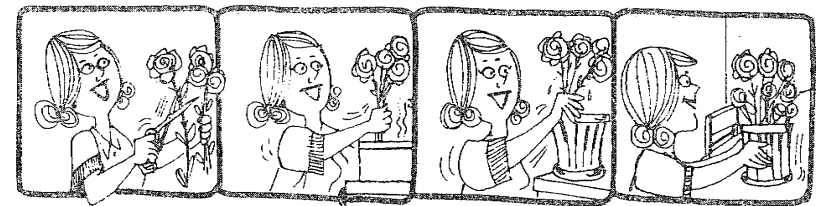
24. Voc.A.1. Complete con *forward(s)*, *backward(s)*, *upward(s)*, *downward(s)*, *northward(s)*, *southward(s)*, *westward(s)*, *eastward(s)* o *straight ahead* según mas convenga por el contexto.

1. Many people moved _____ in the United States in the nineteenth century, after the Lewis and Clark expedition from St. Louis, Missouri to the Pacific.
2. The Rio Grande River, which forms part of the boundary between the United States and Mexico, flows _____ and empties into the Gulf of Mexico.
3. We have to walk _____ for about twenty yards. The entrance of the gallery is directly in front of us.
4. The Spanish explorers went in all directions: _____, _____ and _____.
5. People were not supposed to turn their backs on royalty, so they had to walk _____ after paying their respects to the king and queen.
6. Please move _____, you cannot stop here, or you'll block the traffic.
7. It's better to apply paint moving the brush _____, in order not to streak the unpainted surface.
8. The current of the river comes _____ with extraordinary force at this point.
9. The seagull came _____ and plunged into the sea almost at a straight angle and then went _____ with a graceful movement.
10. Another car is coming toward(s) us and the road is narrow. We have to go _____ to let it pass.
11. The giant spaceship went _____ with a thunderous noise, and soon was only a speck in the air.

- 24.Voc.B. Algunas palabras que señalan el orden cronológico de los acontecimientos.



First, John got up; *next*, he took a shower and dressed; *afterwards*, he had breakfast; *finally*, he was ready for school.



She cuts the roses *first*; *then* she dips them for a few seconds in hot water. *After that*, she arranges them artistically in a vase with water, which she *finally* sets on her coffee table.

OBSERVE

FIRST JOHN GOT UP.

SHE CUT THE ROSES *FIRST*.

Las palabras que indican el orden en que se suceden los acontecimientos (*FIRST*, *NEXT*, *THEN*, *AFTERWARD(S)*, etc.), pueden ir antepuestas a toda la frase separadas de ella por una pausa o al final. A veces también pueden ir inmediatamente después del sujeto. Ej. Which she finally sets. . .

Se escribe como después del adverbio cuando hay peligro de confusión o para darle mayor efecto.

AFTERWARDS SHE HAD BREAKFAST.

AFTER THAT SHE ARRANGES THEM ARTISTICALLY IN A VASE WITH WATER.



No hay que confundir la palabra **AFTER**, que siempre va seguida por un sustantivo o su equivalente, con la palabra **AFTERWARDS**, que nunca va seguida por un sustantivo o su equivalente, sino por una oración.

FIRST – Preceding all other events.

SECOND, THIRD, etc., indicate successively the order in which events occur. They are used mainly when giving instructions to make something or assemble something.

NEXT – Continuing after an event mentioned previously.

THEN – Occurring at that moment, following immediately.

AFTERWARD(S) – After a previous event, but not necessarily in succession.

LATER – Same as afterward(s).

LAST – After all others in order.

FINALLY – At the end. Last event occurring in a certain series of events.

NOTA: Varias de estas palabras, y de las demás que existen en la lengua con análoga función, expresan la misma idea; escoger una u otra es cuestión de estilo, y también lo es elegir cuál va primero y cuál después.

24.Voc.B.1. Utilizando las palabras indicadoras de orden que se dan en cada caso, complete cada pequeño párrafo sin repetirlas.

Then, last, first, afterward(s), next.

Mary's going to make a cake. _____, she'll sift the flour, baking powder and salt. She'll cream the butter and sugar _____, and _____ will add the eggs one by one. To this she'll combine _____, alternating, the dry ingredients and the milk. _____, she'll bake the cake at moderate heat.

Next, finally, then

_____ I got my bachelor's degree. I'm going to get my master's degree _____, and _____, my doctorate.

Then, next, later, first

_____ you have to buy your ticket; _____, you have to check your luggage. You might buy a magazine _____, and sit for some time in the waiting room. _____, about fifteen minutes before your train leaves, you may board it.

Later, then, finally, after, next

After finishing her homework, Betty watched television for an hour. _____ she prepared her clothes and her books for the next day. She took a bath and set her hair _____, and _____ called her friend Louise to discuss some mathematics problems and to make plans for a party. _____ that, she wrote a letter to her boyfriend. _____, at eleven o'clock, she went to bed.

24.Voc.B.2. Ordene las frases para integrar un párrafo correcto. Las palabras indicadoras de orden están en su lugar correcto.

- Set the table – I'll help you clean up – get the dishes out of the cupboard _____ first, and then _____ . Afterwards _____
- From Milan to Madrid – she returned home by boat – Joanna took a short trip to Italy and Spain – she visited Rome – she went to Florence and Venice by road – she visited Córdoba, Seville, Granada and Málaga – from Venice she flew to Milán.

_____ first, then _____
_____ and _____
Finally, _____ . Afterwards _____
- We'll transcribe it – we're going to record his lecture – we'll send copies to all the people attending. First, _____
_____ afterwards, and later _____
- It dries, another one – we'll varnish it – we'll apply a coat of paint –



we need to sandpaper the rocking chair. _____
_____ first. Next,
_____; then, after _____
_____. Finally, _____

SECCION DE TRADUCCION.

Ejemplos para observar:

- | | |
|--|--|
| 1. Two straight lines can intersect at one and only one point. | <i>Dos líneas rectas pueden intersectarse en uno y solamente un punto.</i> |
| 2. Is a gate the same as a door? | <i>¿Es lo mismo un portón que una puerta?</i> |
| 3. They came running into the room. | <i>Entraron en el cuarto corriendo.</i> |
| 4. He had brought as many books as Ann. | <i>El había traído tantos libros como Ana.</i> |
| 5. Had he and his sister married the same day? | <i>¿Se habían casado él y su hermana el mismo día?</i> |
| 6. Who's that girl coming down the stairs? | <i>¿Quién es esa muchacha que baja las escaleras?</i> |
| 7. Please wait- a little, we're about to finish. | <i>Por favor espera (espere) un poco, estamos por terminar.</i> |
| 8. We're not moving forward. | <i>No nos estamos moviendo hacia adelante. (No estamos avanzando).</i> |
| 9. Sylvia is taller than her sister. | <i>Sylvia es más alta que su hermana.</i> |
| 10. The whole equals the sum of its parts. | <i>El entero es lo mismo que la suma de sus partes.</i> |

24. Trad. 1. Traduzca.

- Sue began to work immediately upon arriving. _____
- Ted's shirt and my shirt are the same color. _____
- A parallelogram is a quadrilateral whose opposite sides are parallel. _____
- This matter is more important than the one John mentioned. _____

- There were signs of wealth all about her. _____
- Is this shade different from the one you used for the background? _____
- In a triangle, equal angles are opposite equal sides. _____
- Do we need as much time for this problem as for the other? _____
- Walk straight ahead for two blocks. You'll find the park on your left. _____
- Mrs. Brown isn't as intelligent as Mrs. Peters. _____

LECTURA DE COMPRENSION

Lea cuidadosamente la siguiente biografía y luego conteste las preguntas que se le hacen.

HELEN KELLER AND THE MIRACLE OF HER RESCUE FROM DARKNESS

To have a six-year-old girl totally blind and totally deaf, and transform her with the years into a famous writer and lecturer, represents a real miracle. The performers of this miracle were Helen Keller, the girl who was blind and deaf, and Anne Sullivan, who was her teacher.

Helen Adams Keller was born June 27, 1880 in Tuscumbia, Alabama, a perfectly normal baby, healthy and vivacious. She began to talk long before she reached her first birthday, to the admiration and pleasure of her happy and proud parents. However, this happiness was short-lived. A terrible sickness affected her brain when she was about eighteen months old, and she lost her eyesight and hearing. Soon she forgot the few words she had learned, and her isolation from the outer world was almost complete. Her parents surrounded her with love and care, and tried to anticipate and fulfill all her needs, but they were not always successful, and the poor child would scream and throw tantrums in desperation. Several doctors examined the little girl during the following years, but their verdict was always the same: her blindness and deafness were incurable. When Helen was six, her father took



her to a famous specialist in Boston, who was said to have cured people with severe problems similar to what the little girl suffered. Unfortunately, when he examined Helen, he only confirmed the opinion of the other doctors: she would never see or hear again. However, he offered hope in another form, which in the end opened the way for Helen's communication with the world. He referred them to Alexander Graham Bell, who had made important studies on sound and voice, and who might be able to suggest something that would help Helen communicate effectively with people. Father and child went to Washington then, to request Mr. Bell's help. Mr. Bell advised Helen's father to get a specially trained teacher from the Perkins Institute for the Blind, in Boston for his child. Helen's father did as he was told, and soon a nineteen-year-old orphan girl of Irish descent, Miss Anne Mansfield Sullivan, later Mrs. John A. Macy, arrived at the Keller's house to be Helen's teacher and close companion. It was March 2, 1887, a memorable date for Helen from then on.

Miss Sullivan herself had been blind, but her eyesight had been partially restored. For this reason she could feel closer to Helen and help her better. She had to break the barrier of isolation that separated that poor child from the world -but how? She could not see or hear anything. What was left? Only touch, and through touch she tried to communicate with Helen. She would spell words like *doll* or *puppy* on the palm of the child's hand, trying to make her realize the relationship between the object and the word. She was finally successful. One day she poured water from the pump on Helen's hand, while at the same time spelled the word w-a-t-e-r using the manual alphabet. In a sudden revelation, the girl understood that everything had a name. She then took her teacher's hand and spelled the word w-a-t-e-r again. Anne had succeeded, and from that moment on, the eager intelligence of the child rapidly absorbed all the knowledge her teacher presented to her. In a month Helen was communicating perfectly with Anne by means of the manual alphabet, which she had mastered. She had broken the isolation barrier and was a living proof that blind and deaf persons could be taught and did not deserve the classification of idiots which legislation, even as late as 1880, gave to them. Helen's was not the only case in history of a blind and deaf person who received instruction and learned to communicate since teaching for the blind and deaf had begun in Scotland in 1793, but hers was, and is, the most remarkable one, because of her brilliant intelligence and strong spirit, which led her to become an outstanding writer and lecturer, and to raise her voice forcefully in favor of other handicapped persons.

It took Miss Sullivan two years more to teach Helen to read using the Braille system which, fortunately, for her and for thousands of blind people, had been invented sixty-one years before, in 1826. She also learned to write

using a special typewriter. Now she could communicate easily with others, but there was something more that could be done to aid her ability to communicate with others: teach her how to talk again. This seemed an impossible task, since Helen was not only deaf, but blind; however under the direction of Miss Sarah Fuller, a specialist from the Horace Mann School for the Deaf, in Boston, Anne found the way to teach her. She discovered that if Helen placed her fingers on her (Anne's) larynx, she could detect the speech vibrations corresponding to the different sounds and learn to imitate them. This was only the beginning. It took many hours of intensive work and effort on the part of teacher and pupil, but finally the pupil, Helen, could express herself orally with a certain easiness, although her speech was never good enough for public speaking, since it was necessary for people to grow accustomed to the way she spoke before they could understand her clearly.

Now Helen was ready to continue her education. Always accompanied by Anne, she attended the Wright Humason Oral School in New York from 1894 to 1896 and the Cambridge School for Young Ladies from 1896 to 1900. But that did not satisfy her, she wanted to go to college, and she did. She took the entrance examinations to attend Radcliffe College and was accepted to begin in 1900. Her teacher and companion went with her to Radcliffe and transcribed into her palm the professor's lectures by means of manual language. Her textbooks were written in Braille, so she could read and study them herself, and she had special private sessions with her teachers instead of the usual class recitations. It was hard work, and it demanded great dedication, but Helen found the time and energy needed to do it, and to do it well, and she even had time to participate as much as possible in the college social life, as she wanted to be just one of the students. Her efforts and Anne's were rewarded. She graduated with honors in 1904.

Now she was ready to give back to society some of what she had received. She decided to fight for other handicapped people. First it was necessary to destroy the idea that being blind or deaf, or physically disabled in any other form was a stigma; that people with some physical disability needed help and understanding, and they could be rehabilitated if given the proper opportunities to overcome their handicaps. She wrote several essays and articles in newspapers and magazines, telling of her experiences and trying to make the people aware of the difficulties blind and deaf persons encounter in their life, and of the responsibility of society and individuals to provide them with adequate help. She also wrote a number of books in which she tells of her experiences and ideas, and by which she tries to communicate to other people her enthusiasm for life. She, who was blind, really had the gift to "see". Two of her senses were not operating, her sight and her hearing, but the others were fully open and awake to perceive all the



beauty in nature. Through her fingers she would "see" the proud firmness of a tree, or the soft grace of a delicate blossom, or the clean transparency of water. She could not see, yet she discovered more beauty around her than most of us would be able to; she could not hear, but the voices of nature reached her with an intensity most of us would never know. Beginning with *The Story of my Life*, published in 1902, the titles and dates of her books are: *Optimism*, 1903; *The World I Live In*, 1908; *The Song of the Stone Wall*, 1910; *Out of the Dark*, 1913; *My Religion*, 1927; *Midstream*, 1929; *My Later Life*, 1930; *Peace at Eventide*, 1932; *Helen Keller in Scotland*, 1933; *Helen Keller's Journal*, 1938; *Let Us Have Faith*, 1940; *Teacher: Anne Sullivan Macy*, 1955.

Some people convinced her that lecturing personally the impact of her plea in favor of deaf and blind people would be greater, so with Anne's help she prepared intensively to talk before groups of people. She campaigned thus throughout the western World and got the sponsorship of many famous people for the cause she was promoting. She also made a silent movie of her life in 1919, as part of her campaign. After World War II she visited American veterans hospitals, and made many tours in Europe, Asia and Africa, always carrying a message of courage and hope to the handicapped. Since she had not learned to speak by imitating speech sounds as she heard them, her way of speaking was difficult to understand for those who were not used to it; therefore, her companion would usually repeat simultaneously what she said. Anne Sullivan Macy died in 1936, after almost fifty years of companionship. She was substituted as a companion for Miss Keller by Polly Thompson, who was formerly her secretary.

By 1938 some thirty states in her country had established commissions for the blind. Helen herself served on the Massachusetts Commission for the Blind, and inaugurated the Helen Keller Endowment Fund for the American Foundation of the Blind. She also sat on a number of other commissions for the blind.

Helen Keller's life was not always free of financial problems, and to help support herself she formed part of the Orpheum Circuit, which was a vaudeville type spectacle, for two years. She did this to help support herself, and also to carry on her own projects in favor of the handicapped.

Helen enjoyed literature, her favorite being the well-known Greek and Latin poets, and also Shakespeare, Moliere and Goethe. She even learned to read and write German and French, to read some of her favorites in their original language.

Helen Keller received many honors and awards from many countries, and also from famous individuals, for her wonderful courage and strong determination to succeed in life in spite of whatever obstacles were placed in her path. She died in her home in Easton, Connecticut, on June 1, 1968, at the age of eighty-eight, and her example is a source of inspiration not only for the handicapped; but also, and especially, for those of us who enjoy full use of all our faculties and abilities.

Questions:

1. What happened to Helen Keller when she was about eighteen months old? _____
2. What was the verdict of the doctors who examined her? _____
3. What was Alexander Graham Bell's advice to Helen's father? _____
4. When did Anne Mansfield Sullivan arrive at the Keller's house? _____
5. When was Anne finally successful in her attempt to teach Helen to recognize the names of the different objects? _____
6. How long did it take Helen to be able to communicate with Anne perfectly by means of the manual alphabet? _____
7. What system of reading did Anne teach Helen in the following two years? _____
8. When had the Braille System been invented? _____
9. What seemed an impossible task, since Helen was not only deaf, but also blind? _____
10. What school did Helen attend from 1896 to 1900? _____
11. Why was it necessary for Anne to go to Radcliffe with Helen? _____
12. When did Helen graduate from Radcliffe? _____
Was she given any special distinction? _____



13. What did Helen decide to do after graduation? _____
14. What was the purpose of her essays and articles in newspapers and magazines? _____
15. What gift did Helen Keller, who was blind, have? _____
16. Which was the first book she published? _____
17. Of what did some people convince her? _____
18. What did she carry to the Veteran's Hospital, and to some places in Europe, Asia and Africa? _____
19. What did Helen Keller receive from many countries, and also from famous individuals? _____
20. How old was Helen Keller when she died? _____

Respuestas a los ejercicios

Módulo 15

24.1.1.

1. John is the tallest person in our class.
2. Joe and Peter are the worst singers in our group.
3. Beth obtained the highest mark in algebra.
4. He plays the best music in town.
5. Mother bought the smallest watch in the store.
6. We do not play the most rapidly of all the members of our team.
7. Bob holds the most important position in his company.
8. She has the darkest eyes that I have ever seen.
9. Mr. King is the oldest clerk in our company.
10. Sylvia is the friendliest girl in our group.
11. William has the most beautiful voice in the choir.

24.1.2.

1. Mark is tall, Bob is tall, Henry is very tall. Henry is the tallest of the three.
2. Alice is twelve years old, my sister is eighteen years old, Mrs. Lee is twenty years old. Alice is the youngest of the three.
3. All the boys in the park run very rapidly, John runs rapidly. John runs the least rapidly of all the boys in the park.
4. Mr. Kent, Mr. Smith and Mr. Lucas are rich, they are millionaires. Mr. Carlton is very rich, he's a billionaire. Mr. Carlton is the richest of the four.
5. The first three books are thick. They have 600 pages each. The fourth book has 700 pages. The fourth book is the thickest of the four.
6. Those houses are expensive. The three pink ones are two million each, the white one is one and a half millions, the green one is half a million. The green house is the least expensive of the five.
7. Ann, Alice and Helen are wearing short dresses. Sylvia is wearing a very short dress. Sylvia is wearing the shortest dress of the four.
8. The ivory box is two inches deep, the silver box is four inches deep, the gold box is one inch deep. The silver box is the deepest of the three.
9. All her children are intelligent. Her son Pat is very intelligent. Her son Pat is the most intelligent of all her children.
10. My composition and his composition are crazy. Martha's composition is very crazy. Martha's composition is the craziest of the three.



11. All the members of the ballet company dance beautifully. Igor and Olga dance very beautifully. Igor and Olga dance the most beautifully of all the members of the ballet company.
12. His first three books are good. His fourth and last book is very good. His last book is the best of the four.
13. His bicycle is very big, our bicycle is very big, her bicycle is big. Her bicycle is the least big of the three. (or . . . the smallest of).

24.1.3.

1. Cheops is the tallest pyramid in the world.
2. Cinderella had the smallest feet of all the girls in the kingdom.
3. The *Mona Lisa* is the most famous painting by Leonardo da Vinci.
4. The National University of Mexico is one of the oldest universities in America.
5. Rome is the most important city in Italy.
6. King Edward was the youngest child of Henry VIII.
7. Soccer is the most popular game in many countries.
8. Russia is the largest country in Europe.
9. An ostrich runs the fastest of all birds.
10. The rose is one of the most beautiful of flowers.

24.1.4.

1. Alice took the smallest apple.
2. I need the largest (or biggest) box for this shirt.
3. Please give me the least expensive doll.
4. The tallest vase is chipped.
5. He's using the shortest pencil.
6. The white horse ran the most rapidly (or the fastest) and won the race.
7. Myra's fish was the largest and heaviest.
8. Ann's dress is the most beautiful.
9. Her division problem is the easiest or least difficult.
10. Sue answered the least incorrectly.

24.2.1.

1. The word assistance means the same as the word help.
2. Heaven is not the same as sky.
3. In a right-angled triangle, the square of the base or hypotenuse is the same as the sum of the squares of the sides.
4. A quilt is not the same as a bedspread.

5. The sum of the squares of two numbers is not the same as the square of the sum of those two numbers.
6. The word cap does not mean the same as the word hat.
7. Soy beans taste the same as meat.
8. Jet airplanes do not operate in the same way as other airplanes.
9. An overcoat is not the same as a raincoat.
10. Two times six is the same as three times four.

24.2.2.

1. A penguin looks like a man wearing formal clothes.
2. Joan of Arc dressed like a soldier to fight for France.
3. Sally is not like me. I love books and classical music, she loves sport and popular music.
4. A jasmine looks like a rose, but small.
5. Sancho Panza was not like his master, Don Quixote.
6. Syrup doesn't taste like honey.
7. A comet is not like a planet.
8. Wasps do not produce honey like bees(do).
9. The Mexican flag is like the Italian flag, except for the emblem in the center.
10. Queen Elizabeth I was not like her stepsister Queen Mary.

24.2.3.

1. Her jacket is the same as his jacket.
2. My flower arrangement isn't like yours.
3. That lamp is the same as the one I have on my night table.
4. The drawing marked A is not like the drawing marked B, but it is the same as the one marked C.
5. Teddy works like his father.
6. Janie is not like her twin sister Louise.
7. Her painting is not the same as the original.
8. Look, his right shoe is not the same as his left shoe.
9. The first button is not the same as the others.
10. You look exactly like the model.

24.2.3.1.

1. An Asian elephant is different from an African elephant.
2. Three divided by itself is the same as one multiplied by itself.
3. A myth is different from a fable.
4. A simile is the same as a comparison.



5. Our left side is different from our right side.
6. Women are different from men, but the dignity of a woman is the same as the dignity of a man.
7. The weather in Canada is different from the weather in Ecuador.
8. A cloak is the same as a mantle.
9. A quarter is the same as twenty-five cents in American currency.
10. A ball-point pen is different from a fountain pen.
11. Chocolate milk is different from milk chocolate.
12. A phonograph is the same as a record player and different from a tape recorder.
13. The meaning of the word idiom is different from the meaning of the word language.

Módulo 16

24.4.1.

1. The black dress is the same length as the white dress.
2. The apples are the same price as the pears.
3. The car he's driving is a different model from the car she's driving.
4. The board on the top is a different width from all the others.
5. Bob is the same age as Gina.
6. My coat is dark gray, your coat is light gray. My coat is a different shade from yours.
7. This material has the same shine as that other.
8. The water here is the same depth as the water there, on the other side.
9. The chocolate cake has the same texture as the white cake.
10. John is the same height as his father now.

24.4.2.

1. My sweater is red, your skirt is red. My sweater is the same color as your skirt.
2. This frame is oval. The painting I bought is oval. This frame is the same shape as the painting I bought.
3. The price of the ruler was seven dollars. The price of the book was five dollars. The ruler is a different price from the book.
4. That metal has a high luminosity. This metal has a high luminosity. That metal has the same luminosity as this metal.
5. The oil I need has a high viscosity. The oil you have has a low viscosity. The oil I need has a different viscosity from the oil you have.
6. John's style is traditional. Peter's style is modern. John has a different style from Peter's.

7. This machine weighs one hundred pounds. That machine weighs one hundred pounds. This machine is the same weight as that machine.
8. Alice's material measured three yards. Mrs. Lee's material measured four yards. Alice's material is a different length from Mrs. Lee's material.
9. Last night's play was composed of three acts and an epilogue, tonight's play is composed of three acts and an epilogue. Last night's play has the same composition as tonight's play.
10. Your cookies taste like vanilla, her cookies taste like almonds. Your cookies have a different taste from her cookies.
11. The dictionary has a plastic cover. The grammar book has a paper cover. The dictionary has a different cover from the grammar book.
12. The blue dress is size ten, the pink dress is size ten. The blue dress is the same size as the pink dress.
13. The woman had an unusual type, the man had a common type. The woman had a different type from the man's.
14. Your mother has a glowing skin complexion. You have a glowing skin complexion. You have the same complexion as your mother.
15. The milk the Clarks buy is grade A, the milk we buy is grade A. The milk the Clarks buy is the same grade as the milk we buy.
16. That liquid has a low density. This liquid has a high density. That liquid has a different density from this liquid.

24.5.1.

1. John is six feet tall. Peter is six feet tall. John is as tall as Peter.
2. Mrs. Lee weighs 150 lbs. Her husband weighs 150 lbs. Mrs. Lee is as heavy as her husband.
3. The lake is twenty feet deep there. It is five feet deep here. The lake isn't as deep here as it is there.
4. The history book is four inches thick. The dictionary is four inches thick. The history book is as thick as the dictionary.
5. Louise is very small. Jenny is very small. Louise is as small as Jenny.
6. Today the temperature was forty degrees centigrade. Yesterday the temperature was thirty degrees centigrade. Yesterday was not as hot as today.
7. The round box is completely full. The square box is completely full. The round box is as full as the square box.
8. Miss World of this year is very beautiful. Miss World of last year is very beautiful. Miss World of this year is as beautiful as Miss World of last year.
9. That piece of ribbon is three yards long. The piece I bought yesterday is three yards long. That piece of ribbon is as long as the piece I bought yesterday.



10. The chocolate cake is delicious. The white cake is delicious. The chocolate cake is as delicious as the white cake.
11. The post office building is one hundred years old. The museum is one hundred years old. The post office building is as old as the museum.
12. His sister is very extravagant. His cousin is very extravagant. His sister is as extravagant as his cousin.
13. The bank is large. The store is large. The bank is as large as the store.
14. My coat is deep red. My dress is deep red. My coat is as red as my dress.
15. The old elephant was huge. The new elephant is huge. There's no difference. The new elephant is as huge as the old elephant was.
16. These cookies are too sweet. Those pastries aren't too sweet. These pastries are not as sweet as these cookies.
17. Little Sandy has six crayons. Her brother has six crayons. Little Sandy has as many crayons as her brother.
18. The Smiths will contribute one hundred pounds of sugar. We'll contribute one hundred pounds of sugar. We'll contribute as much sugar as the Smiths.

24.5.2.

1. tomatoes – strawberries (color)
Tomatoes are as red as strawberries.
2. the Moon – the Earth (size)
The Moon is not as big as the Earth.
3. elephants – whales (weight)
Elephants are not as heavy as whales.
4. Eve – Adam (age)
Eve was not as old as Adam.
5. the Mississippi River – the Amazon River (width)
The Mississippi River is not as wide as the Amazon River.
6. the Eiffel Tower – the Empire State Building (height)
The Eiffel Tower is not as tall as the Empire State Building. (...as high as...)
7. an orange – a ball (shape)
An orange is as round as a ball.
8. the Earth – the Sun (temperature)
The Earth is not as hot as the Sun.
9. a sunrise – a sunset (beauty)
A sunrise is as beautiful as a sunset.
10. forget-me-nots – the sky (color)
Forget-me-nots are as blue as the sky.
11. a bicycle – a car (cost or price)
A bicycle is not as expensive as a car.

12. Sancho Panza – Don Quixote (idealism).
Sancho Panza was not as idealistic as Don Quixote.

24.4-5.1.

1. John has the same number of ties as Henry.
John has as many ties as Henry.
2. The first box is as heavy as the second box.
The first box is the same weight as the second box.
3. My cousin is as tall as my uncle.
My cousin is the same height as my uncle.
4. The plastic bottle has the same amount of water as the glass bottle.
The plastic bottle has as much water as the glass bottle.
5. This table is the same length as that table.
This table is as long as that table.
6. The blue gown is as wide as the red gown.
The blue gown is the same width as the red gown.
7. That cheese is the same shape as a ball.
That cheese is as round as a ball.
8. Mrs. Atkins is the same age as Mrs. Jones.
Mrs. Atkins is as old as Mrs. Jones.
9. The new tape has the same number of tracks as the old one.
The new tape has as many tracks as the old one.
10. My suitcase is as big as your suitcase.
My suitcase is the same size as your suitcase.
11. The summers here are as hot as the summer in your country.
The summers here are the same temperature as the summers in your country.
12. We used as much paint as he did.
We used the same amount of paint as he did.

24.4-5.2.

1. Victor is as intelligent as Simon.
 - 1.1. Victor is as tall as Simon.
 - 1.2. Victor is the same height as Simon.
 - 1.3. Victor is the same weight as Simon.
 - 1.4. Victor is as heavy as Simon.
 - 1.5. Victor is as large as Simon.
2. Her present is as beautiful as Tom's present.
 - 2.1. Her present is as original as Tom's present.
 - 2.2. Her present is the same material as Tom's present.



2.3. Her present is the same quality as Tom's present.

2.4. Her present is the same type as Tom's present.

2.5. Her present is as useful as Tom's present.

3. That book is the same price as my English book.

3.1. That book is as thick as my English book.

3.2. That book is as interesting as my English book.

3.3. That book is the same color as my English book.

3.4. That book is the same size as my English book.

3.5. That book is as new as my English book.

4. They work as many hours as you.

4.1. They work as hard as you.

4.2. They work as much as you.

4.3. They work as efficiently as you.

4.4. They work as well as you.

4.5. They work as happily as you.

24.6.1.

1. My house is very big. Her house is big. My house is bigger than her house. Her house is less big than my house.

2. John is intelligent. Peter is very intelligent. John is less intelligent than Peter. Peter is more intelligent than John.

3. The boys in our class are noisy. The boys in their class are very noisy. The boys in our class are less noisy than the boys in their class. The boys in their class are noisier than the boys in our class.

4. The big dog is lazy. The small dog is very lazy. The big dog is less lazy than the small dog. The small dog is lazier than the big dog.

5. You have little money. I have very little money. You have more money than I. (have). I have less money than you (have).

6. Bob's teeth are very white. Meg's teeth are white. Bob's teeth are whiter than Meg's (teeth). Meg's teeth are less white than Bob's (teeth).

7. The restaurant at the corner has very bad food. The restaurant next block has bad food. The restaurant at the corner has worse food than the restaurant next block. The restaurant next block has less bad food than the restaurant at the corner.

8. He swims rapidly. She swims very rapidly. He swims less rapidly than she. She swims more rapidly than he.

9. Lesson five is easy. Lesson two is very easy. Lesson five is less easy than lesson two. Lesson two is easier than lesson five.

10. This paper turned very yellow. That paper turned yellow. This paper turned yellower than that paper. That paper turned less yellow than this paper.

11. The blue skirt is very long. The green skirt is long. The blue skirt is longer than the green skirt. The green skirt is less long than the blue skirt.

24.6.2.

1. Tom is older than Lizzie.

2. The boy has fewer pencils than the girl.

3. The elephant on the right is smaller than the elephant on the left.

4. Her coat is shorter than her dress.

5. The gloves are whiter than the handbag.

6. The old man moves less rapidly than the child. (or... more slowly)

7. The apples are heavier than the bananas.

8. The big car runs more smoothly than the small car.

9. The tall glass has less water than the other one.

10. The boy is placing the cards more symmetrically than the girl.

24. Voc.A.1.

1. Many people moved westward(s) in the United States in the nineteen century, after the Lewis and Clark expedition from St. Louis, Missouri to the Pacific.

2. The Rio Grande River, which forms part of the boundary between the United States and Mexico, flows eastwards and empties into the Gulf of Mexico.

3. We have to walk straight ahead for about twenty yards. The entrance to the gallery is directly in front of us.

4. The Spanish explorers went in all directions: northward(s), southward(s), eastward(s) and westward(s).

5. People were not supposed to turn their backs on royalty, so they had to walk backward(s) after paying their respects to the king and queen.

6. Please move forward you cannot stop here, or you'll block the traffic.

7. It's better to apply paint moving the brush upward(s), in order not to streak the unpainted surface.

8. The current of the river comes downward(s) with extraordinary force at this point.

9. The seagull came downward(s) and plunged into the sea almost at a straight angle, and then went upward(s) with a graceful movement.

10. Another car is coming toward(s) us and the road is narrow. We have to go backward(s) to let it pass.

11. The giant spaceship went upward(s) with a thunderous noise, and soon was only a speck in the air.



24. Voc.B.1.

Nota: El orden de algunas de las palabras no es rígido, puede alterarse. Then, last, first, afterward(s), next.

Mary's going to make a cake. First she'll sift the flour, baking powder and salt. She'll cream the butter and sugar next, and then will add the eggs one by one. To this she'll combine afterward(s), alternating, the dry ingredients and the milk. Last, she'll bake the cake at moderate heat.

NEXT, FINALLY, THEN.

Finally I got my bachelor's degree. I'm going to get my master's degree next and then, my doctorate.

THEN, NEXT, LATER, FIRST.

First you have to buy your ticket; next, you have to check your luggage. You might buy a magazine then, and sit for some time in the waiting room. Later, about fifteen minutes before your train leaves, you may board it.

LATER, THEN, FINALLY, AFTER, NEXT.

After finishing her homework, Betty watched television for an hour. Later she prepared her clothes and her books for the next day. She took a bath and set her hair next and then called her friend Louise to discuss some mathematics problems and to make plans for a party. After that, she wrote a letter to her boyfriend. Finally, at eleven o'clock, she went to bed.

24. Voc.B.2.

1. Get the dishes out of the cupboard first, and then set the table. Afterwards I'll help you clean up.
2. Joanna took a short trip to Italy and Spain. She visited Rome first, then she went to Florence and Venice by road. From Venice she flew to Milan and from Milan to Madrid. Finally, she visited Cordova, Seville, Granada and Malaga. Afterwards she returned home by boat.
3. First, we're going to record his lecture. We'll transcribe it afterwards, and later we'll send copies to all the people attending.
4. We need to sandpaper the rocking chair first. Next, we'll apply a coat of paint; then, after it dries, another one. Finally, we'll varnish it.

24. Trad. 1. Traduzca

1. Sue began to work immediately upon arriving.
Sue empezó a trabajar inmediatamente al llegar.
2. Ted's shirt and my shirt are the same color.
La camisa de Ted y la mía son del mismo color.

3. A parallelogram is a queadrilateral whose opposite sides are parallel.
Un paralelogramo es un cuadrilátero cuyos lados opuestos son paralelos.
4. This matter is more important than the one John mentioned.
Este asunto es más importante que el que mencionó Juan.
5. There were signs of wealth all about her.
Había signos de riqueza a todo su alrededor.
6. Is this shade different from the one you used for the background?
¿Es diferente este tono del que usaste (usó) para el fondo?
7. In a triangle, equal angles are opposite equal sides.
En un triángulo, los ángulos iguales se oponen a lados iguales.
8. Do we need as much time for this problem as for the other.
¿Necesitamos tanto tiempo para este problema como para el otro?
9. Walk straight ahead for two blocks. You'll find the park on your left.
Camina (camine) dos cuadras derecho. Hallarás (hallará) el parque a tu (su) izquierda.
10. Mrs. Brown isn't as intelligent as Mrs. Peters.
La Sra. Brown no es tan inteligente como la Sra. Peters.

Questions to *Helen Keller and the miracle of her rescue from darkness*.

1. What happened to Helen Keller when she was about eighteen months old. A terrible sickness affected her brain, and she lost her eyesight and hearing.
2. What was the verdict of the doctors who examined her? That her blindness and deafness were incurable.
3. What was Alexander Graham Bell's advise to Helen's father? To get a specially trained teacher from the Perkins Institute for the Blind in Boston for his child.
4. When did Anne Mansfield Sullivan arrive at the Keller's house? On March 2, 1887.
5. When was Anne finally successful in her attempt to teach Helen to recognize the names of the different objects? One day she poured water from the pump on Helen's hand, while at the same time spelled the word w-a-t-e-r using the manual alphabet.
6. How long did it take Helen to be able to communicate with Anne perfectly by means of the manual alphabet? A month.
7. What system of reading did Anne teach Helen in the following two years? The Braille System.
8. When had the Braille System been invented? In 1826.
9. What seemed an impossible task, since Helen was not only deaf, but also blind? To teach her how to talk again.



10. What school did Helen attend from 1896 to 1900? The Cambridge School for Young Ladies.
11. Why was it necessary for Anne to go to Radcliffe with Helen? To transcribe into her palm the professor's lectures by means of manual language.
12. When did Helen graduate from Radcliffe? In 1904. Was she given any special distinction? She graduated with honors.
13. What did Helen decide to do after graduation? She decided to fight for other handicapped people.
14. What was the purpose of her essays and articles in newspapers and magazines? To make the people aware of the difficulties blind and deaf persons encounter in their life and of the responsibility of society and individuals to provide them with adequate help.
15. What gift did Helen Keller, who was blind, have? She had the gift to "see".
16. Which was the first book she published? It was The Story of my Life.
17. Of what did some people convince her? They convinced her that lecturing personally the impact of her plea in favor of deaf and blind people would be greater.
18. What did she carry to veteran's hospitals and to some places in Europe, Asia and Africa? A message of courage and hope to the handicapped.
19. What did Helen Keller receive from many countries, and also from famous individuals? She received many honors and awards from them.
20. How old was Helen Keller when she died? She was eighty-eight years old.

Actividades complementarias

1. Tomar diez objetos de uso cotidiano y compararlos entre sí en función de peso, color, forma, textura, utilidad, precio, etc., de manera de ejercitar los grados superlativo, positivo y comparativo.
2. Observar a diez personas con las que trate diariamente y compararlas entre sí tanto en sus cualidades como en su forma de realizar las diferentes acciones, de manera de ejercitar todas las estructuras de comparación.
3. Emplear por lo menos tres de las palabras de dirección imaginándose que va a realizar un viaje y que traza sobre un mapa la ruta que seguirá.
4. Describir en secuencia varias de sus acciones cotidianas, empleando algunas de las palabras de orden que se dan en esta Unidad.



Apéndice 1

Algunos verbos y adjetivos comunes, con las preposiciones que normalmente llevan algunas frases idiomáticas de uso frecuente.
(Se han escogido preferentemente las combinaciones que difieren más de las correspondientes en español).

VERBOS

account for	consist of
advise on	consult about
agree on/upon (something)*	create (something) out of
agree with (somebody)	decide on
apologize to (somebody) for (something)	depend on/upon
apply to (somebody or some institution) for (something)	differ from
approve of	disapprove of
argue about	discourage by
arrive at (places other than continent, country, state or city)	dream about
arrive in (continent, country, state or city)	engage in
attend to (some matter)	fight against
become of	fill with
belong in (place or group)	glance at
belong to	gossip about
blame for	have a desire for
bore with	have a need for
borrow from	have an attraction for (exert attraction)
care about	have an attraction to (feel attraction)
comment on	have an opinion on/about
compare to	have an understanding on/about
complain to (somebody) about (something)	have immunity from
concentrate on	have influence over
concern with	hope for
congratulate (somebody) on (something)	impose on
consent to	inquire of (somebody) about (something)
consist in (have as its essence)	insist on
	interest in
	introduce to
	judge by/from



laugh at
listen to
look at
object to
pay for
persist in
plan on (something)
prefer (somebody or something) to
(somebody or something)
prevent (somebody or something)
from (something)
profit by/from
prohibit (somebody) from
protect (somebody or something)
from
provide with
quibble about/over
rebel against
rely on
remind of
search for
shop for
show surprise at
smell of
stop (somebody or something) from
supply with
take care of
talk to (somebody) about (something)
think of
tire of
tire from (material or physical cause)
translate from (x language) to (y
language)
wait for
warn about
watch for
wonder about
work on
worry about

ADJETIVOS PARTICIPIOS

be accustomed to (something)

be acquainted with
be afraid of (something)
be afraid to (V-inf)
be angry about (something)
be angry at (somebody)
be anxious about (something)
be anxious to (infinitive)
be apparent to
be apt to
be attracted to
be available to
be bored with
be bound to
be brave of (somebody) to (infinitive)
be conceited about
be connected with
be conscious of
be considerate of
be covered with
be crazy of (somebody) to (infinitive)
be critical of
be delighted to
be desperate about
be disappointed with
be doubtful about
be drunk on
be due to
be eager for
be eligible for
be engaged to
be enthusiastic about
be evident to
be excited about
be familiar to
be familiar with
be filled with
be fond of
be foreign to
be friendly to
be full of
be generous about

be glad about
be glad to (infinitive)
be good at
be good of (somebody) to do
(something)
be grateful to
be happy about/over
be happy to (infinitive)
be homesick for
be identical to/with
be impermeable to
be impressed with
be indebted to
be intent on
be kind of (somebody) to do
(something)
be mad about (something)
be mad at (somebody)
be married to
be nice of (somebody) to (infinitive)
be pleased with
be positive about/of
be present at
be proud of (something)
be proud to (infinitive)
be rude of (somebody) to (infinitive)
be satisfied with
be short of = lack
be sorry about (something)
be sorry for (somebody)
be successful in
be sure about/of
be surprised at
be suspicious of
be talented in
be tolerant of
be upset about

* En todos los casos en que va indicada la palabra SOMETHING entre paréntesis, inmediatamente después de una preposición, se puede usar la forma de gerundio V-ing.

EXPRESIONES IDIOMATICAS

(Se aclara el significado cuando no resulta bastante obvio por el significado de las palabras que componen la expresión).
according to
all of a sudden
as a matter of fact
at once = immediately
because of
by the way = incidentally
by word of mouth = orally
contrary to
for good = finally, definitely
for once
for one's part
for sale
for that matter
for the sake of
for the time being
for want of
in a hurry
in a rush
in a while/in a great while
in addition to
in agreement with
in all probability
in charge of
in command of
in contrast to
in debt to
in due course
in earnest
in exchange for
in favor of
in full
in fun
in good/bad faith
in good/bad/poor health
in good/bad/poor taste
in half
in haste



in love with
in need of
in no time
in one's right mind (sane)
in order to = with the purpose of
in place
in regard to
in short = in a few words, in brief
in sight
in so many words
in spite of
in stock
in style
instead of
in tears over

in the hope of
in the interest of
in the long run
in the middle of
in time to = having the time to
once and for all
on time
on the point of
out of date
out of one's mind = crazy
out of order
plenty of
right away = immediately
up to date

Apéndice 2

ESTRUCTURAS

CLAVE SIMBOLOS EMPLEADOS

- + — elemento de enlace
- / — puede usarse en la estructura uno u otro de los elementos que aparecen separados por este símbolo
- + () + — el elemento que aparece dentro del paréntesis puede estar o no estar en la estructura.
- Adj. — adjetivo o frase adjetiva
- Adj. [etc.] — adjetivo y los otros elementos que suelen ir con un copulativo: expresiones de lugar, expresiones de tiempo, sustantivos, de clasificación, etc.,
- Adv. — adverbio o frase adverbial.
- AUX — Auxiliar (CAN, COULD, MAY, MIGHT, etc.)
- be — todas las formas conjugadas de TO BE como verbo de enlace y como auxiliar (AM, AM + V-ing, AM + GOING TO + Vinf, etc.)
- be3s — todas las formas conjugadas de TO BE en 3a. persona singular; (IS, WAS, WILL BE, etc.)
- BE — infinitivo de dicho verbo.
- BODY — sufijo de pronombre indefinido sujeto u objeto: EVERYBODY, SOMEBODY, ANYBODY, NOBODY.
- C — complementos circunstanciales del verbo
- Demonstr. — demostrativos (THIS, THAT, etc.)
- Det — determinativo (ALL, BOTH, HALF, THE, AN, THIS, MY, JOHN'S, ONE, TWO, etc.)
- dgAdv — adverbio que indica gradación: (VERY, EXTREMELY, TOO, ENOUGH, etc.)
- do — auxiliar DO conjugado (DO, DOES, DID)
- D.O. — objeto o complemento directo
- ER — sufijo de comparativo de superioridad
- EST — sufijo de superlativo
- FW — adverbio de frecuencia
- FWaff — adverbio de frecuencia afirmativo (ALWAYS, USUALLY, etc.)



gV-ing – gerundio (forma sustantiva)
Ind. Pr. SO – pronombre indefinido sujeto u objeto, (EVERYBODY, SOMETHING, ANY ONE, NOTHING, etc.)
Ind. Pr. Circ. – Pronombre indefinido circunstancial (EVERYWHERE, SOMEWHERE, ANYWHERE, NOWHERE, SOMETIME).
INT or interrogative – todas las formas interrogativas que correspondan (do+ S + Vinf, AM + I + V-ing, HAS + S + V-ed/-en, AUX + S + Vinf, etc.)
I.O. – objeto o complemento directo
LVc – verbo copulativo (excepto be) conjugado.
-LY Class – adverbios terminados en -LY, generalmente de modo
M – adverbio o frase adverbial de modo
monos. – monosílabo/monosílaba
NEG or negative – todas las formas negativas que correspondan (S + DON'T + Vinf, I + AM + NOT + V-ing, S + HAS + NOT + V-ed/-en, S + AUX + NOT + Vinf, etc.)
N– nombre o sustantivo
N-ed – pseudo participio
Nnc – sustantivo que carece de número, que no admite numeral
Np – sustantivo plural
Ns – sustantivo singular
Num – adjetivo numeral cardinal (ONE, TWO, THREE, etc.)
O – complemento directo o indirecto
-ONE – sufijo de pronombre indefinido sujeto u objeto (EVERYONE, SOMEONE, ANYONE). Forma pospuesta, separada en NO ONE.
Opr – pronombre complemento directo o indirecto.
PLexpr. – expresión que indica lugar (PLprep. + Det + N, HERE, THERE, EVERYWHERE, etc.)
polis. – Polisílabo/polisílaba.
prep. – preposición
PossSOpr – pronombre posesivo, función de sujeto u objeto (MINE, YOURS, HIS, HERS, ITS, OURS, YOURS, THEIRS)
qwOC – pronombre interrogativo que pide un complemento directo o indirecto o una circunstancia
qwS – pronombre interrogativo que pide el sujeto
qwSp – pronombre interrogativo que pide especificación (WHICH, WHOSE, HOW MANY, HOW MUCH)
-SELF – forma pronominal reflexiva y enfática singular (usada como sufijo en MYSELF, YOURSELF, HIMSELF, HERSELF, ITSELF)
-SELVES – forma pronominal reflexiva y enfática plural (usada como

sufijo en. OURSELVES, YOURSELVES, THEMSELVES)
S – sujeto (gV-ing, N, nombres propios, ONE, ONES, IT, pronombres nominativos, posesivos, indefinidos, algunos determinativos como ALL, BOTH, etc.)
SComp1 – sujeto 1er. término en una comparación
SComp2 – sujeto 2o. término en una comparación
S3s – sujeto 3a. persona singular
Sno3s – sujeto no 3a. persona singular
Spr – pronombre nominativo
Spr3s – pronombre nominativo 3a. persona singular
Spno3s – pronombre nominativo no 3a. persona singular
T – expresión de tiempo (AT ONE O'CLOCK, ON SUNDAY, EVERY DAY, etc)
term. – terminado
-THING – sufijo de pronombre indefinido sujeto u objeto (EVERY-THING, SOMETHING, ANYTHING, NOTHING)
TIME – sufijo de pronombre indefinido circunstancial (SOMETIME)
UMs – unidad de medida, singular
UMp – unidad de medida, plural
V – nombre del verbo sin alteraciones
VAc – verbo que indica con qué actitud o en qué momento de su desarrollo se enfrenta el hecho verbal, conjugado.
VAc' – verbo de actitud o indicador del momento de desarrollo de una acción, conjugado, cuando exige al verbo al que acompaña la forma TO + Vinf
VAc'' – verbo de actitud o indicador del momento de desarrollo de una acción, conjugado, cuando exige al verbo al que acompaña la forma gV-ing
VA-ed/-en – verbo de actitud en su forma de participio pasado
VAc3s – verbo de actitud conjugado en 3a. persona singular
VAinf – verbo de actitud en infinitivo
VA-ing – verbo de actitud forma terminada en -ING.
Vc – verbo conjugado en todas sus formas (V Vs, be + V-ing, be + GOING TO + Vinf, WILL + Vinf, HAS/HAVE/HAD + V-ed/-en, HAS/HAVE/HAD + BEEN + V-ing)
Vc3s – verbo conjugado en todas sus formas en 3a. persona singular (Vs, DOES ... + Vinf, HAS/HAD + V-ed/-en, etc.)
V-ed/-en – participio pasado, forma regular y forma irregular
Vlc – verbo de información, conjugado
Vinf – infinitivo verbal, excepto BE



V-ing — participio presente. Forma verbal para los tiempos progresivos

VPc — verbo de percepción, conocimiento o memoria, conjugado

3s — tercera persona singular

3p — tercera persona plural

-WHERE — sufijo de pronombre indefinido circunstancial (EVERYWHERE, SOMEWHERE, ANYWHERE, NOWHERE)

Esquemas estructurales

Unidad XVII

1. gV-ing + (C)/(Adj) + $\begin{cases} \text{be/LVc(3s) + Adj/Det+N} \\ \text{Vc(3s) + C} \end{cases}$
(also be, LVc and Vc INT and NEG)
2. NOT + gV-ing + (C)/(Adj) + $\begin{cases} \text{be/LVc(3s) + Adj/Det+N} \\ \text{Vc(3s) + C} \end{cases}$
(also be, LVc and Vc INT and NEG)
3. S + Vc + (C) + gV-ing + (C)
(also Vc INT and NEG)
4. S + Vc + (C) + NOT + gV-ing + (C)
(also Vc INT and NEG)
5. S + Vc + (C) + prep + gV-ing + (C)
(also Vc INT and NEG)
6. S + Vc + (C) + prep + NOT + gV-ing + (C)
(also Vc INT and NEG)
7. S + be/LVc(3s) + Adj/Det + N + TO + Vinf + (C)
(also be and LVc INT and NEG)
8. IT + Vc(3s) + D.O. + TO + Vinf + (C)
(also LVc INT and NEG)
9. IT + be(3s) + $\begin{cases} \text{Expression referring to weather} \\ \text{Expression referring to distance} \\ \text{Expression referring to time divisions} \\ \text{Element of identification} \end{cases}$ (also be(3s) INT and NEG)
10. THERE + be(3s) + (Det) + Nnc + PExpr.
11. THERE + be(3s) + A/AN + Ns + PExpr.
12. THERE + be(3p) + (Det) + Np + PExpr.
13. THERE + AUX + BE + (Det) + N + PExpr.
14. be(3s) + THERE + (Det) + Nnc + PExpr.?
15. be(3s) + THERE + A/AN + Ns + PExpr.?
16. be(3p) + THERE + (Det) + Np + PExpr.?
17. AUX + BE + THERE + (Det) + N + PExpr.?
18. YES, THERE + $\begin{cases} \text{be(3s)} \\ \text{AUX + BE} \end{cases}$ NO, THERE + $\begin{cases} \text{be(3s) + N'T} \\ \text{AUX + N'T + BE} \end{cases}$



19. YES, THERE + $\left\langle \begin{array}{c} \text{be(3p)} \\ \text{AUX + BE} \end{array} \right\rangle$ NO, THERE + $\left\langle \begin{array}{c} \text{be(3p)} + \text{N'T} \\ \text{AUX + N'T + BE} \end{array} \right\rangle$
20. THERE + $\left\langle \begin{array}{c} \text{be(3s)} + \text{N'T} \\ \text{AUX + N'T + BE} \end{array} \right\rangle$ + ANY + $\left\langle \begin{array}{c} \text{Nnc} \\ \text{Ns} \end{array} \right\rangle$ + PLepr.
21. THERE + $\left\langle \begin{array}{c} \text{be(3s)} \\ \text{AUX + BE} \end{array} \right\rangle$ + NO + $\left\langle \begin{array}{c} \text{Nnc} \\ \text{Ns} \end{array} \right\rangle$ + PLepr.
22. THERE + $\left\langle \begin{array}{c} \text{be(3p)} + \text{N'T} \\ \text{AUX + N'T + BE} \end{array} \right\rangle$ + ANY + Np + PLepr.
23. THERE + $\left\langle \begin{array}{c} \text{be(3p)} \\ \text{AUX + BE} \end{array} \right\rangle$ + NO + Np + PLepr.
24. WHOSE + $\left\langle \begin{array}{c} \text{N + be/LVc} \dots ? \\ \text{N + Vc} \dots ? \end{array} \right\rangle$ WHOSE + $\left\langle \begin{array}{c} \text{be} \dots ? \\ \text{Vc} \dots ? \end{array} \right\rangle$
25. S + be + PossSOpr (also be INT and NEG)
26. S + Vc + PossSOpr + (C) (also Vc INT and NEG)
27. PossSOpr + $\left\langle \begin{array}{c} \text{be/LVc + Adj/PLexpr.} \\ \text{Vc + (C)} \end{array} \right\rangle$ (also be, LVc and Vc INT and NEG)
28. WHICH + $\left\langle \begin{array}{c} \text{ONE (} \dots \text{)?} \\ \text{ONES (} \dots \text{)?} \end{array} \right\rangle$
29. S + Vc + $\left\langle \begin{array}{c} \text{SEVERAL/A FEW/} \\ \text{SOME/THE/THESE/THOSE + Adj + ONES} \\ \text{THE + Adj + ONE} \end{array} \right\rangle$ (also Vc INT and NEG)
30. THE + (Adj) + $\left\langle \begin{array}{c} \text{ONES} \\ \text{ONES} \end{array} \right\rangle$ + specifying sentence + ()
31. S + Vc + $\left\langle \begin{array}{c} \text{THIS/THAT/THE OTHER/SOME OTHER + (adj) ONE} \\ \text{THE OTHER/SOME OTHER + (Adj) + ONES} \end{array} \right\rangle$ (also Vc INT and NEG)
32. Ind.Pr.SO + $\left\langle \begin{array}{c} \text{be/LVc(3s) + Adj/PLexpr.} \\ \text{Vc(3s) + (C)} \end{array} \right\rangle$ (also be, LVc and Vc INT and NEG)
33. S + Vc + Ind.Pr.SO + (C) (also Vc INT and NEG)
34. S + $\left\langle \begin{array}{c} \text{be/LVc + (Adj) + Ind.Pr.Circ.} \\ \text{Vc} \end{array} \right\rangle$ (also be, LVc and Vc INT and NEG)

Unidad XIX

35. S(3s) + HAS + (FW/JUST) + V-ed/-en + (C)
36. S(no3s) + HAVE + (FW/JUST) + V-ed/-en + (C)
37. S(3s) + HAS + BEEN + V-ing + (C)
38. S(no3s) + HAVE + BEEN + V-ing + (C)
39. HAS + S(3s) + (FW/JUST) + V-ed/-en + (C)?
40. HAVE + S(no3s) + (FW/JUST) + V-ed/-en + (C)?
41. HAS + S(3s) + BEEN + V-ing + (C)?
42. HAVE + S(no3s) + BEEN + V-ing + (C)?
43. YES, + Spr(3s) + HAS NO, + Spr(3s) + HASN'T
YES, + Spr(no3s) + HAVE NO, + Spr(no3s) + HAVEN'T
44. S(3s) + HASN'T + (FW/JUST) + V-ed/-en + (C)
45. S(no3s) + HAVEN'T + (FW/JUST) + V-ed/-en + (C)?
46. S(3s) + HASN'T + BEEN + V-ing + (C)
47. S(no3s) + HAVEN'T + BEEN + V-ing + (C)
48. qwOC + HAS + S(3s) + V-ed/-en + (C)?
49. qwOC + HAVE + S(no3s) + V-ed/-en + (C)?
50. qwOC + HAS + S(3s) + BEEN + V-ing + (C)?
51. qwOC + HAVE + S(no3s) + BEEN + V-ing + (C)?
52. qwS + HAS
qwSp + (N) + HAS/HAVE $\left\langle \begin{array}{c} \text{HAS} \\ \text{HAVE} \end{array} \right\rangle$ + V-ed/-en + (C)?
53. qwS + HAS
qwSp + (N) + HAS/HAVE $\left\langle \begin{array}{c} \text{HAS} \\ \text{HAVE} \end{array} \right\rangle$ + BEEN + V-ing + (C)?

Unidad XX

54. S + HAD + (FW/JUST) + V-ed/-en + (C)?
55. S + HAD + BEEN + V-ing + (C)
56. HAD + S + V-ed/-en + (C)?
57. HAD + S + BEEN + V-ing + (C)?
58. YES, + Spr. + HAD NO, + Spr + HADN'T
59. S + HAD + NOT/N'T + V-ed/-en + (C)
60. S + HAD + NOT/N'T + BEEN + V-ing + (C)
61. qwOC + HAD + S + V-ed/-en + (C)?
- (sentence or phrase indicating past time, linked by BEFORE by BY THE TIME)



62. qwOC + HAD + S + BEEN + V-ing + (C)?

63. $\left\{ \begin{array}{l} \text{qwS} \\ \text{qwSp} \end{array} \right\} + \text{HAD} + \text{V-ed/-en} + (C)?$

64. $\left\{ \begin{array}{l} \text{qwS} \\ \text{qwSp} \end{array} \right\} + \text{HAD} + \text{BEEN} + \text{V-ing} + (C)?$

Unidad XXI

65. S + Vc + TO + Vinf + (C) (Also Vc NEG)

66. S + Vc + gV-ing + (C) (Also Vc NEG)

67. S + Vc + NOT + TO + Vinf + (C)

68. S + Vc + NOT + gV-ing + (C)

69. S + AUX + Vinf + TO + Vinf + (C)

S + AUX + BE + V-ing + TO + Vinf + (C)

70. S + AUX + Vinf + gV-ing + (C)

71. S + AUX + NOT + Vinf + TO + Vinf + (C)

S + AUX + NOT + BE + V-ing + TO + Vinf + (C)

72. S + AUX + NOT + Vinf + gV-ing + (C)

73. S + AUX + Vinf + NOT + TO + Vinf + (C)

S + AUX + BE + V-ing + NOT + TO + Vinf + (C)

74. S + AUX + Vinf + NOT + gV-ing + (C)

75. do + S + Vinf + TO + Vinf + (C)?

76. be + S + $\left\{ \begin{array}{l} \text{V-ing + TO + Vinf + (C)?} \\ \text{GOING + TO + Vinf + TO + Vinf + (C)?} \end{array} \right.$

77. YES, + Spr + $\left\{ \begin{array}{l} \text{do} \\ \text{be} \end{array} \right.$ YES, + Spr + $\left\{ \begin{array}{l} \text{Vc + TO} \\ \text{be + } \left\{ \begin{array}{l} \text{V-ing + TO} \\ \text{GOING TO + Vinf + TO} \end{array} \right. \end{array} \right.$

78. NO, + Spr. + $\left\{ \begin{array}{l} \text{do + N'T} \\ \text{be + N'T} \end{array} \right.$

NO, + Spr. + $\left\{ \begin{array}{l} \text{do + N'T + } \left\{ \begin{array}{l} \text{Vinf + TO} \\ \text{V-ing + TO} \\ \text{GOING TO + Vinf + TO} \end{array} \right. \\ \text{be + N'T + } \left\{ \begin{array}{l} \text{Vinf + TO} \\ \text{V-ing + TO} \\ \text{GOING TO + Vinf + TO} \end{array} \right. \end{array} \right.$

79. AUX + S + $\left\{ \begin{array}{l} \text{Vinf + TO + Vinf + (C)?} \\ \text{BE + V-ing + TO + Vinf + (C)?} \end{array} \right.$

80. AUX + S + Vinf + gV-ing + (C)?

81. YES, + Spr + AUX YES, + Spr + AUX + Vinf + TO

82. NO, + Spr + AUX + N'T NO, + Spr + AUX + N'T + Vinf + TO

83. qwOC + be + S + V-ing + TO + Vinf + (C)?

84. qwOC + do + S + Vinf + $\left\{ \begin{array}{l} \text{TO + Vinf + (C)?} \\ \text{gV-ing + (C)?} \end{array} \right.$

85. qwOC + AUX + S + $\left\{ \begin{array}{l} \text{BE + V-ing + TO + Vinf + (C)?} \\ \text{Vinf + } \left\{ \begin{array}{l} \text{TO + Vinf + (C)?} \\ \text{gV-ing + (C)?} \end{array} \right. \end{array} \right.$

86. qwSP + be + V-ing + TO + Vinf + (C)?

87. qwSP + Vc + $\left\{ \begin{array}{l} \text{TO + Vinf + (C)?} \\ \text{gV-ing + (C)?} \end{array} \right.$

88. qwSP + AUX + $\left\{ \begin{array}{l} \text{BE + V-ing + TO + Vinf + (C)?} \\ \text{Vinf + } \left\{ \begin{array}{l} \text{TO + Vinf + (C)?} \\ \text{gV-ing + (C)?} \end{array} \right. \end{array} \right.$

89. qwS + be(3s) + V-ing + TO + Vinf + (C)?

90. qwS + Vc(3s) + $\left\{ \begin{array}{l} \text{TO + Vinf + (C)?} \\ \text{gV-ing + (C)?} \end{array} \right.$

91. qwS + AUX + $\left\{ \begin{array}{l} \text{BE + V-ing + TO + Vinf + (C)?} \\ \text{Vinf + } \left\{ \begin{array}{l} \text{TO + Vinf + (C)?} \\ \text{gV-ing + (C)?} \end{array} \right. \end{array} \right.$

92. S + be/LVc + ABOUT + TO + Vinf + (C) (Also be and LVc INT and NEG)

93. S + Vc + (IN ORDER) TO + Vinf + (C) (Also Vc INT and NEG)

Unidad XXII

94. S + Vc + -SELF/-SELVES + (C) (Also Vc INT and NEG)

S + Vc + D.O + prep + -SELF/-SELVES + (C)

95. $\overbrace{S + -SELF/-SELVES} + \left\{ \begin{array}{l} \text{Vc + (C)} \\ \text{be + Adj/PLexpr/T} \end{array} \right.$ (Also Vc and be INT and NEG)

$\overbrace{S + Vc + (C) + -SELF/-SELVES}$

96. $\overbrace{S + Vc + D.O/I.O + -SELF/-SELVES}$

97. S + Vc + (C) + BY + -SELF/-SELVES (Also Vc INT and NEG)

98. S + Vc + qw + TO + Vinf + (C) (Also Vc INT and NEG)



99. S + Vc + D.O./I.O. + qw + TO + Vinf + (C) (Also Vc INT and NEG)
100. S + Vc + (D.O./O.Pr) + $\left\{ \begin{array}{l} \text{BACK} \\ \text{UP} \end{array} \right\} + (C)$ (Also Vc INT and NEG)
101. S + Vc + $\left\{ \begin{array}{l} \text{BACK} \\ \text{UP} \end{array} \right\} + \text{D.O.} + (C)$ (Also Vc INT and NEG)
102. S + Vc + D.O./O.Pr + OVER + (C)
103. S + Vc + ON + (C) (Also Vc INT and NEG)

Unidad XXIII

104. S + be/LVc + dgAdv (except ENOUGH) + Adj.
(Also be and LVc INT and NEG)
105. S + be/LVc + TOO + Adj + degree reference
(Also be and LVc INT and NEG)
106. S + be/LVc + Adj + ENOUGH + degree reference
(Also be and LVc INT and NEG)
107. S + Vc + (C) + dgAdv (except ENOUGH) + Adv
(Also Vc INT and NEG)
108. S + Vc + (C) + TOO + Adv + degree reference
(Also Vc INT and NEG)
109. S + Vc + (C) + Adv + ENOUGH + degree reference
(Also Vc INT and NEG)
110. S + HAVE/HAS + dgAdv + Adv + V-ed/-en + (C)
(Also INT and NEG)
111. S + dgAdv-LY + Vc + (C) + Adv.
(Also INT and NEG)

112. $\left\{ \begin{array}{l} \text{ALL OF} \\ \text{MOST OF} \\ \text{SOME OF} \\ \text{NONE OF} \\ \text{NOT ANY OF} \\ \text{NOT ALL OF} \\ \text{HALF OF} \\ \text{ONE FOURTH OF} \\ \text{ETC.} \end{array} \right\} + \text{Det} + \left\{ \begin{array}{l} \text{Ns} \\ \text{Np} \\ \text{Nnc} \end{array} \right\}$ AS SUBJECTS OR OBJECTS IN AFFIRMATIVE, INTERROGATIVE AND NEGATIVE SENTENCES

113. $\left\{ \begin{array}{l} \text{MANY OF} \\ \text{SEVERAL OF} \\ \text{A FEW OF} \\ \text{ONE, TWO,} \\ \text{ETC. OF} \\ \text{NOT MANY OF} \end{array} \right\} + \text{Det} + \text{Np}$ AS SUBJECTS OR OBJECTS IN AFFIRMATIVE, INTERROGATIVE AND NEGATIVE SENTENCES
114. $\left\{ \begin{array}{l} \text{A/ONE POUND OF} \\ \text{TWO, THREE, ETC.} \\ \text{POUNDS OF} \end{array} \right\} + \text{Det} + \left\{ \begin{array}{l} \text{Nnc} \\ \text{Np} \end{array} \right\}$
115. $\left\{ \begin{array}{l} \text{MUCH OF} \\ \text{NOT MUCH OF} \end{array} \right\} + \text{Det} + \text{Nnc}$

Unidad XXIV

116. SCompl + be/LVc Det + $\left\{ \begin{array}{l} \text{Adj. -EST} \\ \text{MOST + Adj} \\ \text{LEAST + Adj} \end{array} \right\} + \left\{ \begin{array}{l} \text{OF + Np -} \\ \text{Comparison reference} \\ \text{IN + Place -} \\ \text{Comparison reference} \\ \text{Sentence -} \\ \text{Comparison reference} \\ \text{(Also be and} \\ \text{LVc INT and NEG)} \end{array} \right\}$
117. SCompl + Vc + Det + $\left\{ \begin{array}{l} \text{Adv -EST} \\ \text{MOST + Adv} \\ \text{LEAST + Adv} \end{array} \right\} + \left\{ \begin{array}{l} \text{OF + Np -} \\ \text{Comparison reference} \\ \text{IN + Place -} \\ \text{Comparison reference} \\ \text{Sentence -} \\ \text{Comparison reference} \\ \text{(Also Vc INT} \\ \text{and NEG)} \end{array} \right\}$